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ABSTRACT

This study evaluated the effectiveness of school district participation in CETA (Comprehensive Employment and Training Act) youth programs in Box Elder and Cache Counties, Utah, as well as the overall effectiveness of CETA youth programs administered by the Bear River Association of Governments. For three years, the Bear River Association of Governments has provided funds for area high schools to hire counselors to identify CETA-eligible youth, assist Job Service in placing participants in an appropriate job, provide training in job-seeking and -retention skills, provide career counseling and information, and general counseling to help the students complete high school. The association has also provided funds for follow-up of participating students and employers. The evaluation was conducted from five different data sources: (1) supervisor's evaluation of participant's job performance, (2) survey results from active CETA youth, (3) perceptions of former CETA participants, (4) comparison of CETA students with the general student population in terms of school drop-out rate and grade point average, and (5) case histories of CETA youth. The study showed that the CETA program is a very effective tool in working with disadvantaged youth, tends to keep them in school, teaches them the duties and responsibilities of a job, improves attitudes, and in many cases, breaks the welfare cycle. Employers also were satisfied with the program. (KC)

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AN EVALUATION OF PUBLIC SCHOOL PARTICIPATION IN COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA) YOUTH PROGRAMS IN UTAH'S BEAR RIVER DISTRICT

Prepared by

Michael Lindholm and Roger C. Jones

BEAR RIVER ASSOCIATION OF GOVERNMENTS

December, 1980

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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As stated in the Articles of Association, "The Bear River Association of Governments . . . shall be a voluntary organization of governments to facilitate inter-governmental cooperation and to insure the orderly and harmonious coordination of federal, state, and local programs for the solution of mutual problems of the region." The overall goal is "to serve as a multi-purpose organization, utilizing our combined total resources, to provide a more effective means for planning and development of the physical, economic and human resources of the region."

BRAG is not intended to become a new layer of government, but rather provide a shared professional staff to local elected officials enabling them to better meet the needs of their constituents.

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AN EVALUATION OF PUBLIC SCHOOL PARTICIPATION IN COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA) YOUTH PROGRAMS IN UTAH'S BEAR RIVER DISTRICT

I. INTRODUCTION

For the past three years, the Bear river Association of Governments has through contractual agreements with Logan, Cache, and Box Elder School Districts, provided CETA funding for high school counseling services for CETA eligible youth. The CETA counselors employed by the school districts are located at Logan, Sky View, Bear River, and Box Elder High Schools.

The counselors have been charged with identifying and outreaching CETA-eligible youth, assisting Job Service in placing participants in an appropriate job, providing training in job seeking and retention skills, providing career counseling and information, general counseling and advocacy on behalf of the student to help them complete high school, follow-up with participating students and employers and referral of participants with problems to appropriate human service agencies.

Purpose

The primary purpose of this study is to evaluate the effectiveness of school district participation in CETA youth programs in Box Elder and Cache Counties. A secondary purpose is to evaluate the overall effectiveness of CETA youth programs administered by the Bear River Association of Governments.

Methodology

This evaluation of the CETA youth program consists of five different components each designed to measure effectiveness of the total program. The five components are: (1) Supervisor's evaluation of participant's job performance, (2) Survey results from active CETA youth, (3) Perceptions of former CETA participants, (4) Comparison of CETA students with the general student population in terms of school drop-out rate and grade point average, and (5) Case histories of CETA youth.

Different methods were used to gather data for each component. The specific research methodolgy used for each component is described at the beginning of the respective sections that describe each component.

II. SUPERVISORY EVALUATION OF PARTICIPANT'S JOB PERFORMANCE

For CETA youth participants enrolled at Logan and Sky View High Schools, a formal job performance evaluation is conducted regularly by their work supervisor. The CETA youth participants are evaluated in 12 job-related areas (see evaluation form - Figure 1).

The Evaluation Process in General

The findings show that this type of evaluation is a good indicator of how well the CETA youth is learning those skills that are necessary for survival in the labor market. Therefore, it is felt that this type of evaluation should be conducted at all job sites where CETA youth are employed in the Bear River District.

A two-way communication is prompted by the evaluation form itself. Both the supervisor's comments and the participant's comments are requested. The employee must sign the form after the evaluation is completed by the supervisor. If the employee does not feel the evaluation is accurate, he/she is able to make comments on the evaluation and then evaluate his/her own job performance.

It is common to find comments that are quite personal in nature on the evaluation form. For example: supervisor's comment, "Tina is extremely dependable. She knows the routine of work and I can always trust her when I am elsewhere;" employee's comment, "My supervisor is the best one anyone could have." The evaluation process along with the communication and understanding generated through it tends to generate close supervisor-employee relationships which could lead to greater learning experiences for the CETA enrollee as well as the supervisor.

Figure 1

MANPOWER PROGRAM
BEAR RIVER ASSOCIATION OF GOVERNMENTS
170 North Main
Logan, Utah 84321

EMPLOYEE APPRAISAL and DEVELOPMENT REPORT

EMPLOYEE's NAME _____ JOB TITLE _____

WORKSITE _____ DATE _____

SUPERVISOR: Please discuss and complete this appraisal form with your employee who works for you. Write constructive comments on this form wherever need Please explain to the student what your expectations for change are in any area where improvements are needed. Thank you.

	EXCELLENT	GOOD	FAIR	NEEDS IMPROVEME
1) Punctuality				
2) Dependability				
3) Attendance				
4) Attitude toward job				
5) Attitude toward fellow employees and supervisor				
6) Cooperation				
7) Appearance				
8) Quality of work				
9) Quantity of work				
10) Initiative				
11) Response to directions				
12) Communication skills				

Supervisor's Comments: _____

_____

Employee's Comments: _____

_____

This report has been discussed with me and I ___agree ___disagree with the rating.

_____ _____

Supervisor's Signature Employee's Signature

Results of Supervisor Evaluations

The twelve areas in which the CETA enrollees were evaluated include: punctuality, dependability, attendance, attitude towards job, attitude towards fellow employees and supervisor, cooperation, appearance, quality of work, quantity of work, initiative, response to directions, and communication skills.

For the purpose of this evaluation, a job performance rating (JPR) will consist of the percentage of employees who were evaluated as "excellent" in a given job performance area plus the percent of those who were rated "good." Ratings of "fair" and "need improvement" are considered less than satisfactory and are not included in the rating system. The number of CETA participants used for this section of the project was forty five (45).

When looking at the JPR for the CETA employee's first evaluation (which is the evaluation by the supervisor for the time when the CETA enrollee first started working under the CETA Program) we find that as a group placement on a 100% scale, CETA employees received a rating of 77% or above in all areas of job performance (see Figure 2). The area which rated the lowest (77.2%) was "initiative," while the highest rating (94.8%) was for "appearance."

When analyzing job performance on the final evaluation, (the final evaluation is the last evaluation completed for each CETA enrollee, provided they were evaluated two or more times), the results show that the lowest performance rating is now 86.3%. The two areas which received the low ratings were "punctuality" and "dependability." These findings must be kept in perspective: Over 86% of the CETA enrollees did an "excellent" or "good" job in these areas, while less than 14% were rated "fair" or as "needing improvement," (see Figure 3).

Figure 2

JOB PERFORMANCE RATING BY SUPERVISOR FOR CETA ENROLLEES

FIRST EVALUATION ON ALL TWELVE PERFORMANCE AREAS

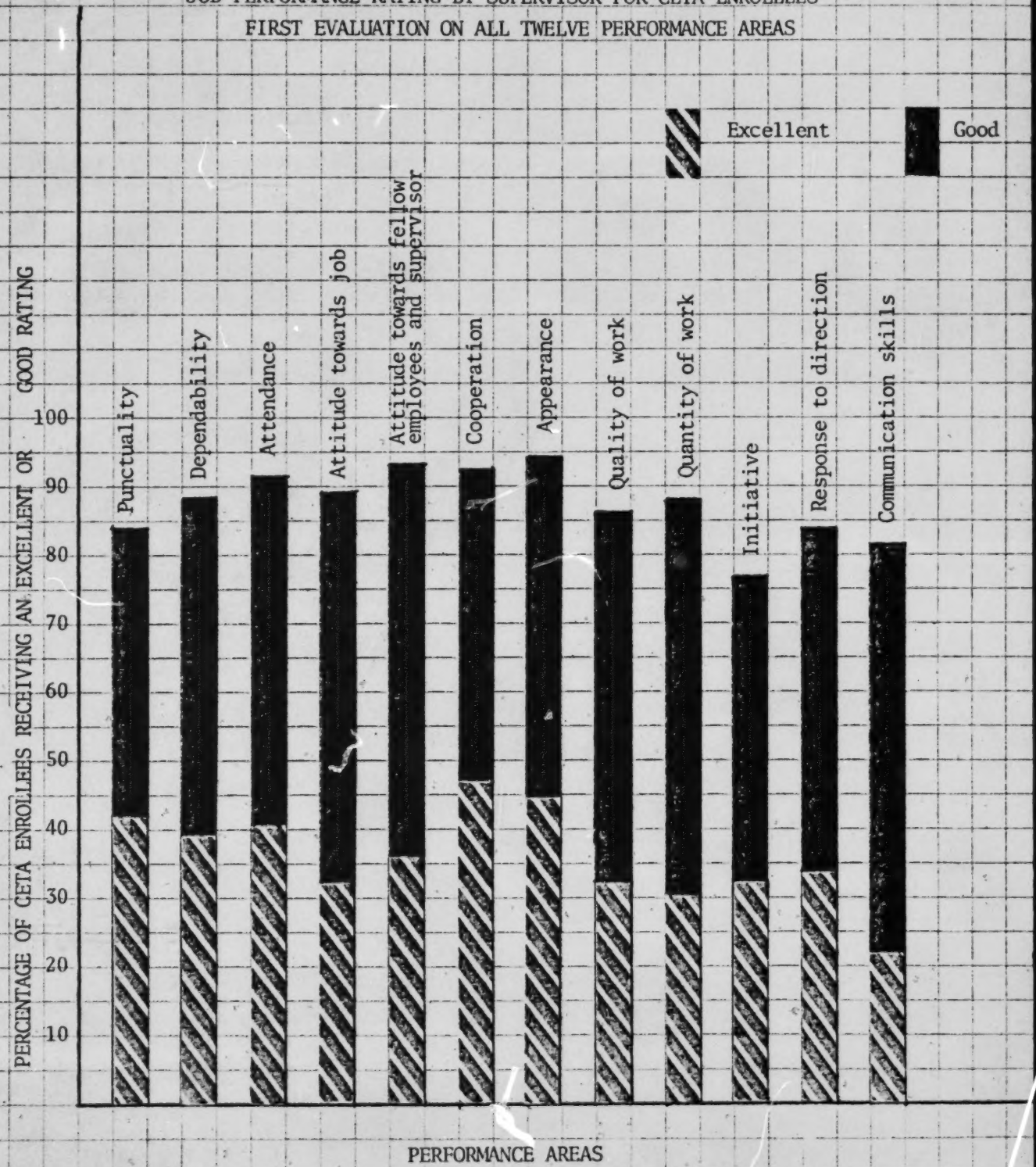
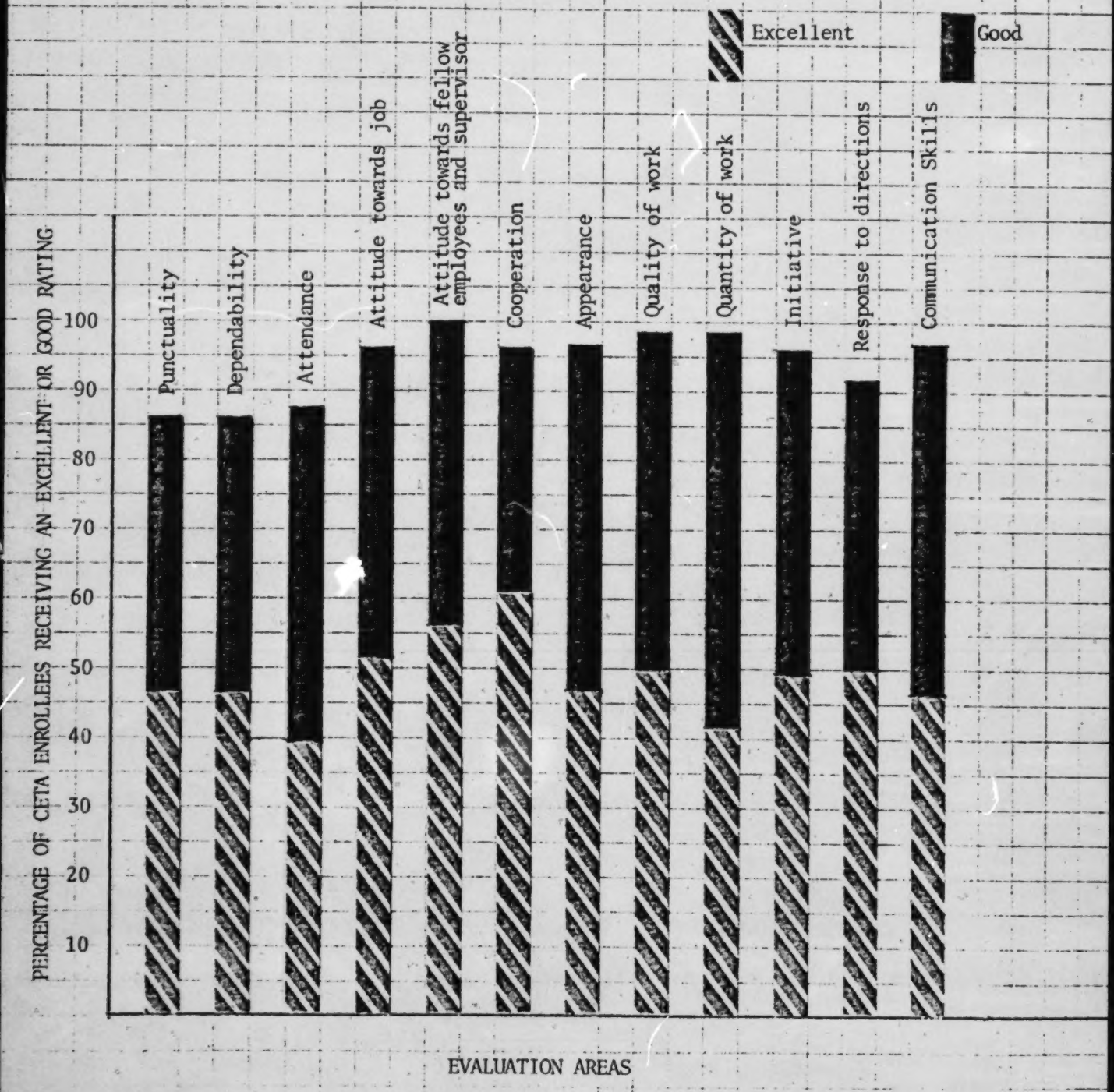


Figure 3

JOB PERFORMANCE RATING

FINAL EVALUATION FOR ALL TWELVE EVALUATION AREAS



The Job Performance area which rated the highest in the final evaluation was "attitude toward fellow employees and supervisor" (100%), while "quality of work" and "quantity of work" closely followed at 97.7% each.

When a comparison of Job Performance on the first evaluation for each CETA enrollee is compared with the final evaluation, we find that most areas of job performance improved over the course of the CETA participants time on the job (see Figure 4). The only areas that showed a drop in ratings were "dependability" and "attendance," and for these areas the change is so small, it means very little or nothing.

The areas which show the greatest improvement between the first and final evaluation are "communication skills" (improvement of 15.4%) and "initiative" (improvement of 18.1%) with "response to directions" also showing considerable improvement, (improvement of 9.0%). In conclusion, Figure 4 shows that evaluations of job performance that are already exceptionally good become even better through time working at a job site under the direction of a supervisor.

When the evaluations of CETA enrollee's are grouped and analyzed by high school, we find that there are only 3 areas where Logan and Sky View High Schools differ more than 5% in job performance rating (see Figure 5). These areas are: (1) dependability, (2) attendance, and (3) initiative. The job performance ratings in dependability and attendance are higher for Sky View CETA-involved students than for Logan High CETA-involved students.

Figure 4

JOB PERFORMANCE RATING BY SUPERVISOR

Comparison of First Evaluation with Final Evaluation

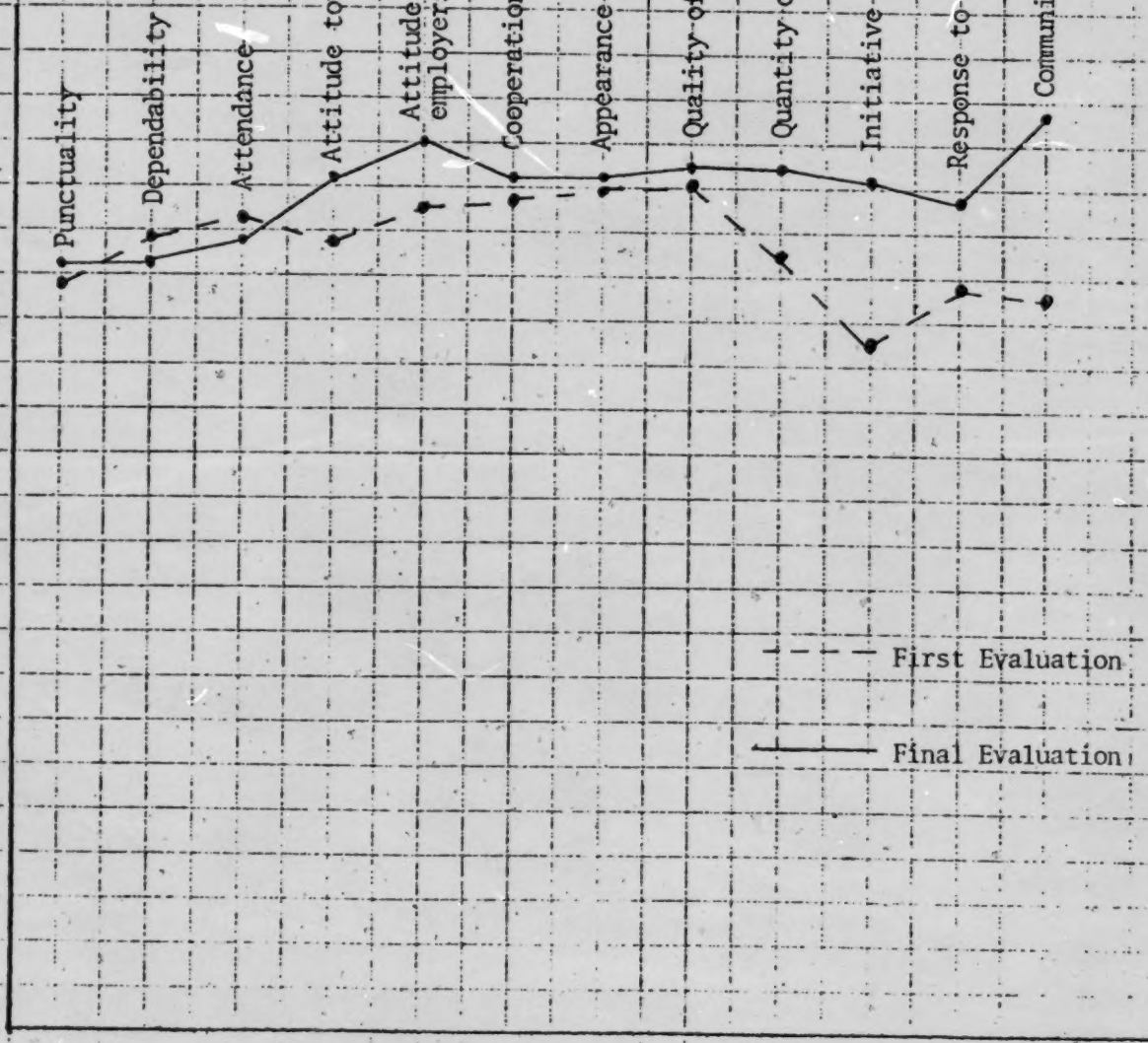
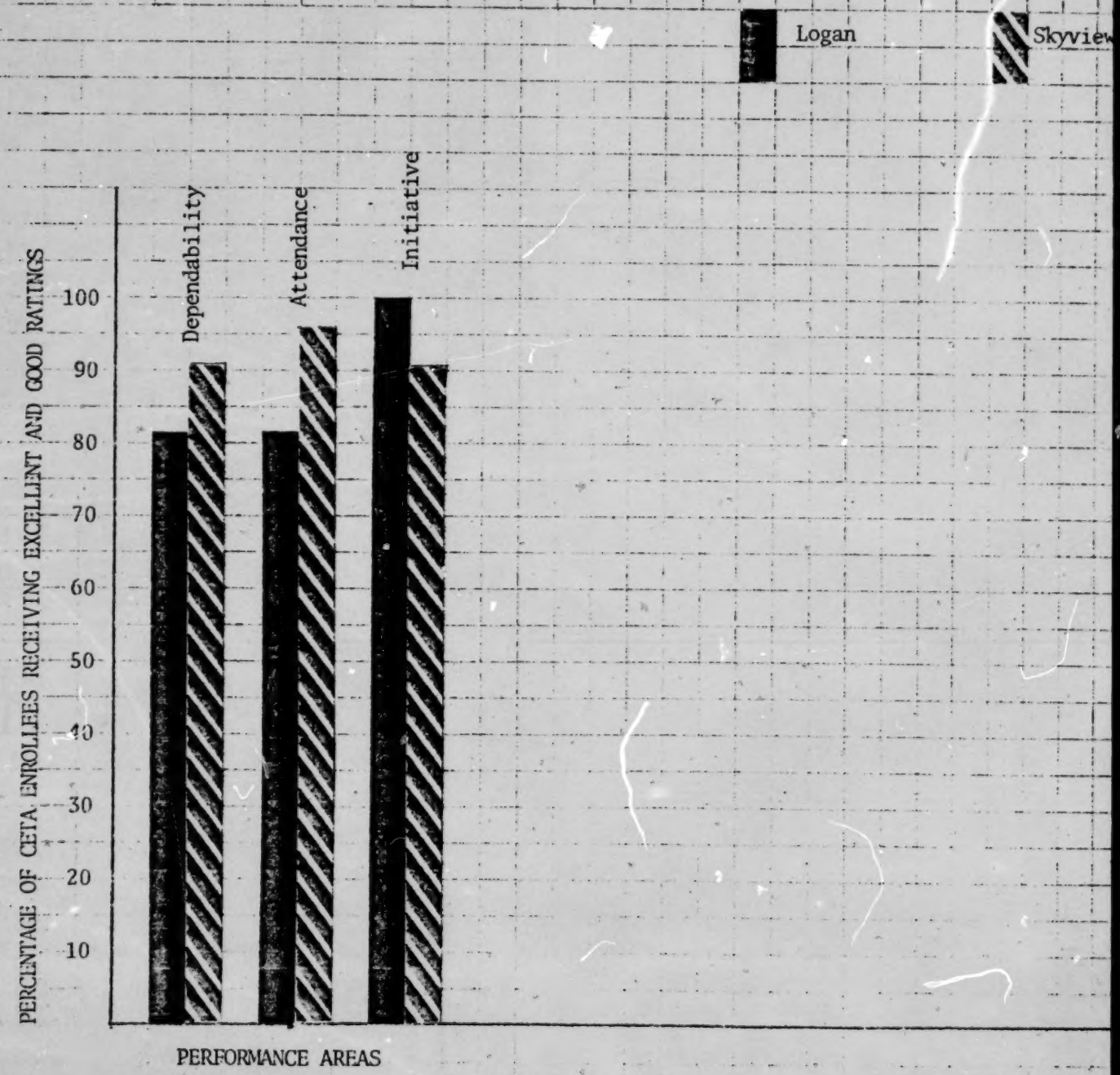


Figure 5

JOB PERFORMANCE COMPARISON RATINGS
BETWEEN LOGAN AND SKY VIEW HIGH SCHOOLS
(from final evaluations if difference is greater than 5%)



Listed below is a representative sample of comments made by supervisors and CETA enrollees on the Employee Appraisal Reports. The comments appear to be a valuable indicator as to performing at their job site and how much they are learning about working in the labor market and thus being prepared for future employment.

As is obvious from reading the supervisor's comments, not all CETA enrollees are performing at the level expected by their supervisor. The job performance exhibited by most participant's, however, is meeting the supervisor's expectation while there are some CETA youth who are exceeding those expectations.

Comments by Supervisors

- "Does good work, understands directions quite well." (Evaluation of Indo-Chinese student's job performance).
- "_____is doing a good job and we appreciate her attitude."
- "_____is a willing and cooperative worker. Her work is satisfactory."
- "_____is a very good worker and a joy to work with. She gets along well with others."
- "Always a job here for her."
- "He is improving all the time."
- "Very enjoyable to work with. Much improvement overall from last year. Very capable and pleasant to the children she works with."
- "Always willing and seeking out new jobs to be done."
- "Could show much more initiative in her work by doing assigned tasks and more."
- "_____is a valuable assistant. Her inexperience is outweighed by her enthusiasm."
- "_____needs to be more careful with machinery and tools. They are not to be played with. They are dangerous if operated improperly."
- "_____can increase volume of work. Goal: Use time effectively."
- "With constant supervision does a good job - could concentrate on his job more."

- "I had a discussion with _____ on June 26 regarding the areas marked for needing improvement. Since that time an improvement has been noted in all of these areas."

- "_____ has been a real assistance to our coordinator. We really miss him when he is absent. He is an asset to our program."

- "I think they have done well, considering their time in the U.S.A." (Commenting on Indo-Chinese students).

- "I think _____ could be more productive in his work. He could do more."

- "Been here approximately 2 hours this past week. Has been late in coming to work. Does not take instructions from night supervisor."

- "_____ is very dependable, conscientious, and very neat in her typing. She has developed good working habits. We like _____."

- "_____ is still improving each month."

- "An excellent worker."

- "Continues to keep up the good work in school and on the job."

- "_____ is trying very hard to handle her job, school, personal life. Sometimes the job comes last and she needs to improve in that commitment."

- "I feel _____ has grown and matured a lot from her experience here. She is a good worker and we all trust and enjoy working with her."

- "I have discussed above items (evaluation areas) with _____ and others during the past 3 weeks, some improvement in weaker areas has resulted."

- "_____ is really a responsible individual. I am just pleased, and in many cases, more pleased with his work than most of the full-time people I've had working for me."

- "_____ is a fantastic worker. Full of initiative and cooperates very well. He responds well to directions once explained and his communication is always improving. I wish I had a whole crew like _____."

Comments by CETA Enrollees

- "I like the type of work I am doing. Easy to get along with the supervisor."

- "I really am learning a lot and enjoy the job very much. We have discussed the above (in reference to evaluation areas)."

- "I like her." (Female supervisor)

III. PERCEPTIONS OF CURRENT CETA PARTICIPANTS

As indicated in Section I, an important part of the evaluation methodology involved surveying current and former program participants to determine how they feel about their experience with the program.

The results for this section were obtained from Box Elder CETA enrollees by administering a survey to groups of CETA enrollees while they attended an orientation seminar conducted by Job Service. The Cache County CETA enrollees were surveyed at a special meeting called for the purpose of administering the survey.

A more detailed discussion of the survey findings will be found in the following pages. Each question with frequency and percentage of response will be found in the Appendix.

Of the 86 CETA enrollees surveyed, 23 (27.1%) attended Box Elder High School, 12 (14.1%) attended Bear River High School, 21 (24.7%) attended Logan High School, and 29 (34.1%) attended Sky View High School. The survey respondents consisted of about half female (49.4%) and half male (50.6%).

When the CETA participants were asked about future educational plans after high school, 50.6% said yes, they plan to attend college, 11.8% planned to attend vocational schools, 28.3% "don't know," while only 4.7% responded that they had other plans. Only 3 people (3.6%) had a marital status other than single 1.2% (1) married, 1.2% (1) divorced, and 1.2 (1) separated.

Question #8 asked how many extra-curricular activities the CETA enrollee participates in. The reason for this question is that the literature shows that involvement in extra-curricular activities is an indicator of how much committment an individual has to school and completing graduation requirements. The findings show that 37.2% of the CETA enrollees were <u>not</u> involved in any extra-curricular activities (such as sports, cheerleading, choirs, clubs, etc), while the remainder (62.8%) were involved in one or more activities

and 7.0% of those were involved in four or more activities.

Question #11 asked how valuable their CETA work experience has been in providing them with skills that are useful to them now or in the future. Of the responses, 69.7% felt it was "very valuable" or "valuable" while 21.1% felt it was "somewhat valuable," 6.0% thought it was "slightly valuable" and 2.3% felt it was of "no value."

Referring to Figure 6 which addresses the value of the CETA Program as evaluated by the CETA enrollees, the results show the highest rating for CETA helping in generating "self reliance" (96.4%). The category "interest and preference considered" when placed at a work site received the second highest rating with 86.0%. The selected evaluation areas with the lower scores which included "excellent rating for quality of CETA counseling," "Excellent rating for overall CETA program experience," "Excellent rating for CETA funded work experience" and "Excellent rating for quality of help from Job Service were a result of the procedure of plotting on the graph only the rating scores of 6 and 7 on a 1 to 7 scale with 1 being very poor and 7 being excellent. (See Question 14 of the questionnaire for CETA Youth Program participants in the Appendix). In summary, the majority of CETA enrollees have expressed the opinion that the CETA program is of value to them.

The CETA youths' rating of the quality of selected services (counseling and Job Service) and experience opportunities (overall program experience and work experience), the CETA enrollee receives is shown in Figure 7. These four areas are the major service and experience opportunity areas received by the CETA youths addressed in this survey. As the graphs shows, work experience rated the hgihest evaluation at 96.4% while overall program expereince was evaluated slightly lower at 92.6%. Job Service and counseling were evaluated at 85.6% and 78.3% respectively.

Figure 6

VALUE OF CETA PROGRAM

(Select Evaluation Areas)

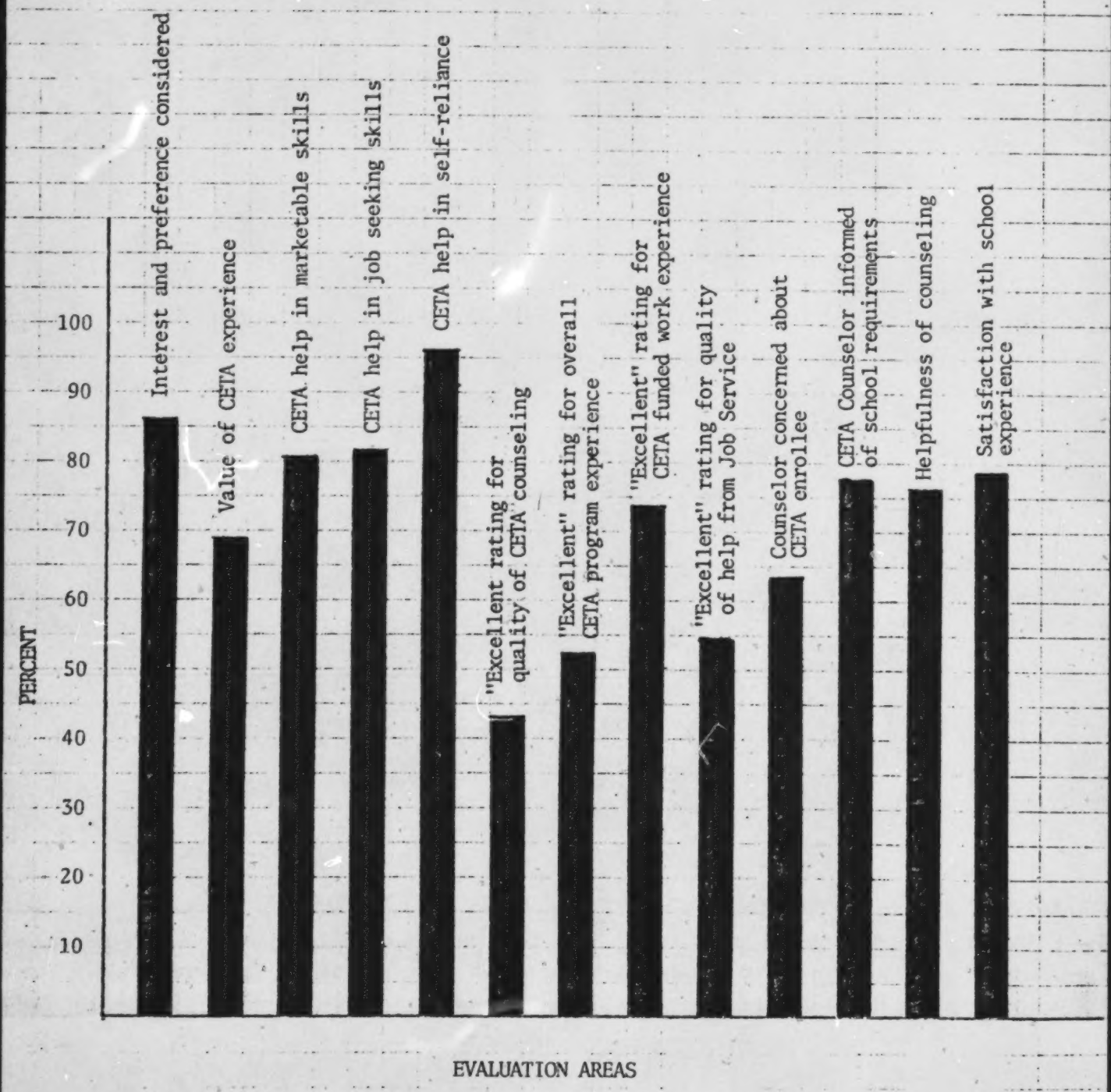
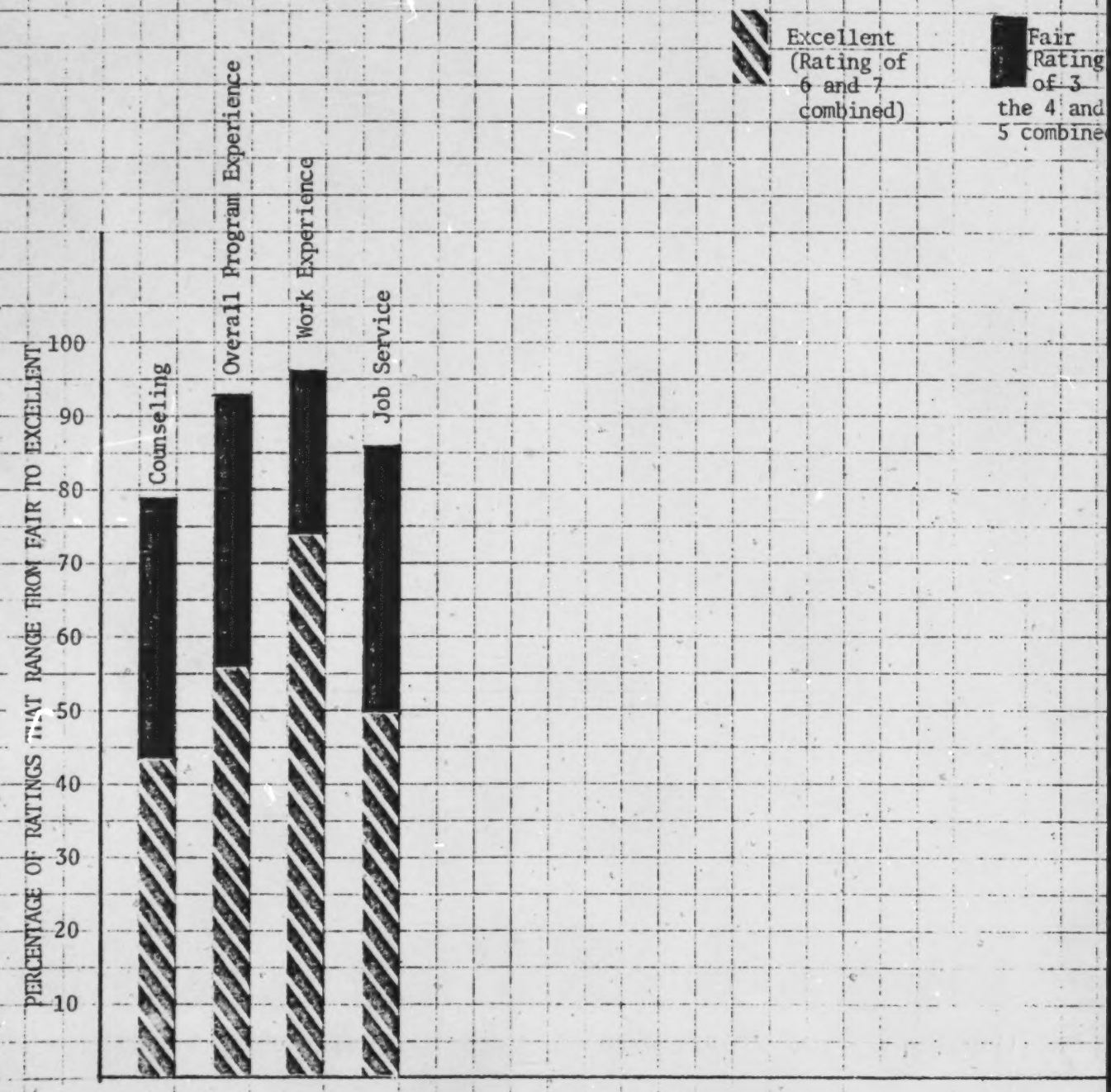


Figure 7

RATED QUALITY OF SELECTED SERVICES
DELIVERED TO CETA ENROLLEES



When question #23 ("How do other students feel about your program involvement. . .") was placed on the survey, the main objective was to find out if the CETA participant detected any stigma attached to their involvement with the CETA program (see Figure 8). The results show that only 3.6% of the enrollees felt that they were looked "down on" for their involvement. It is interesting to note that 32.1% of the participants felt that their friends would also like to be involved in the program themselves.

What this seems to say is that high school students find the CETA program desirable for themselves as well as their peers. Most important of all is that the majority of people enrolled find no hostile or demeaning attitude accompanies their involvement in the CETA program.

The extent to which the CETA program has given participants useful skills and information is presented in Figure 9. The results for this graphic presentation were taken from question #13. The rating scores were determined by adding the percentages for responses of "some" and "much." This means that the CETA program was of some or much help in providing skills and information to CETA enrollees in the mentioned areas (marketable skills, job seeking skills, career information, economic competency, getting along with your employer, self reliance and getting along with fellow employees). The results show that all skill and information areas rated very high. Not one area had less than 65% of the CETA enrollees say the CETA program is of assistance to them. The lowest rating was received by "economic competence" (68.3%). The highest rating went to "self reliance" and "relating with employer," with 96.4% and 96.3%, respectively.

It is felt that competence in these areas is very important in assisting an individual in determining their level of future achievement in the working world. These results show that the CETA program in this tri-county area is fulfilling the CETA enrollees need to become competent in these areas.

Figure 8

PEER'S ATTITUDE OF CETA ENROLLEES
INVOLVEMENT IN THE CETA PROGRAM

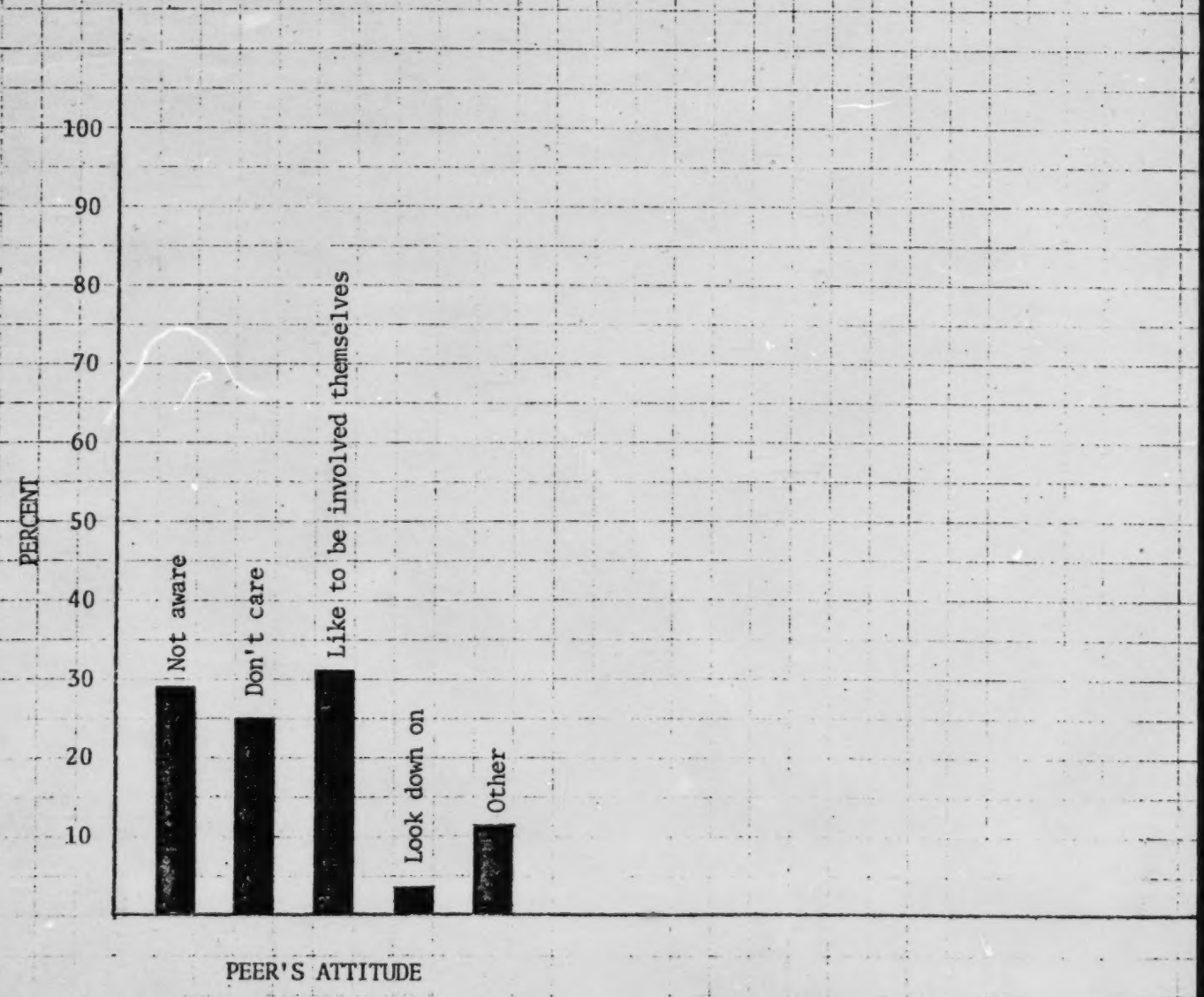
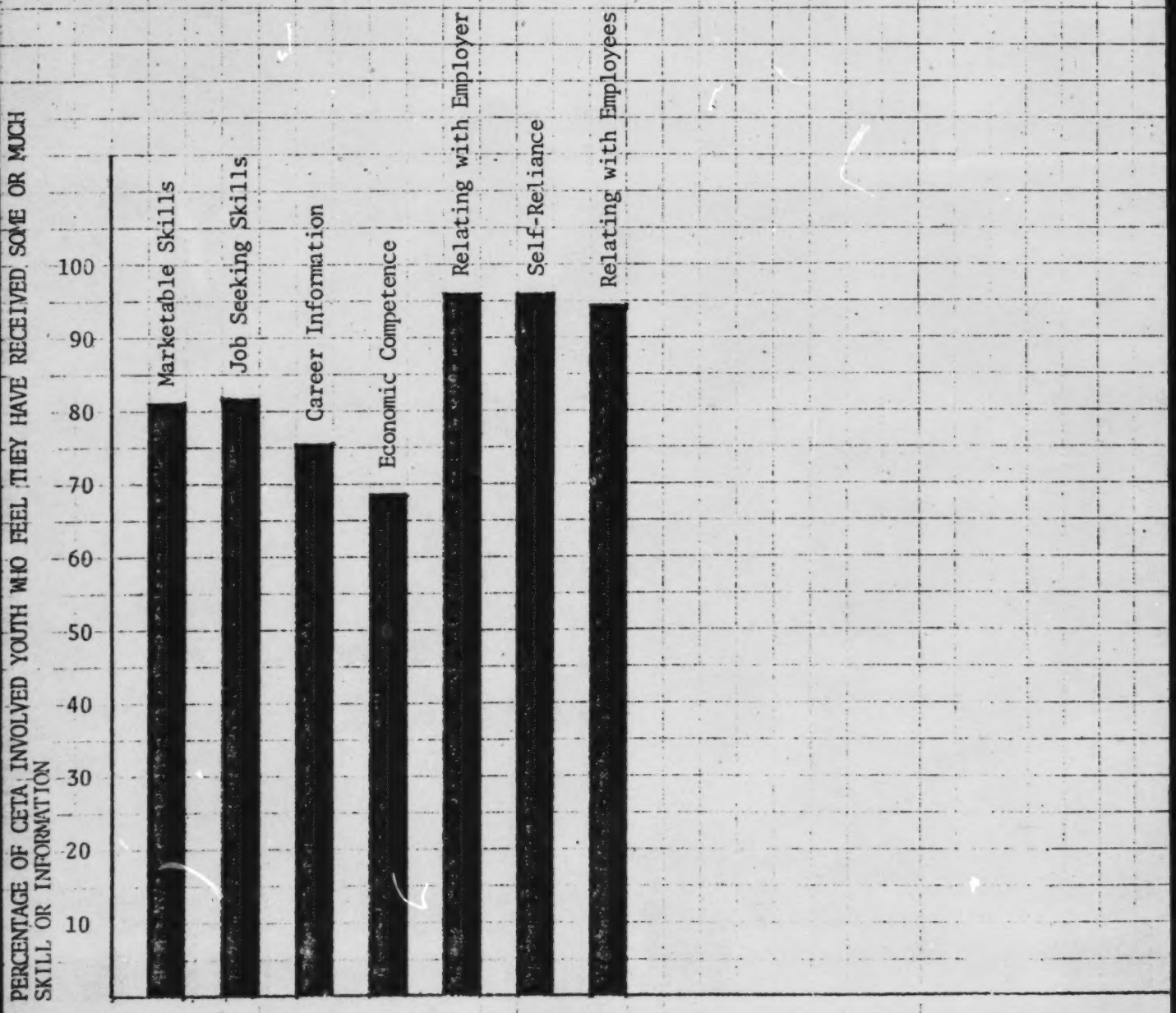


Figure 9

EXTENT CETA EXPERIENCE HAS GIVEN PARTICIPANT USEFUL SKILLS AND INFORMATION

(Score is calculated by combining frequency of "much" and "some" responses)



The following subsections are devoted to an analysis of how the CETA program affects CETA enrollees on the basis of sex and the high school they attended, as well as the frequency in which they received counseling.

Affect of CETA Program by Sex

When comparing how effective the CETA program is for the different sexes we find interesting results. By-in-large the findings indicate that females find the CETA program more valuable than males. When consulting Figure 10, we find that in many areas the female gives a better evaluation of the CETA program (interest and preference considered, counselor concerned about you, satisfaction with school experience, value of CETA funded work experience, CETA help in marketable skills, etc.), than the males.

For a few areas, the evaluations by the males and females are similar (helpfulness of counseling, counselor informed of school requirements, gives individual assistance, CETA help in job seeking skills) and in no area did the males evaluate the program higher than females.

In summary: A greater proportion of females find the CETA program to be of value to them, than do the males. The majority of males do find the CETA program of value, but to a lesser extent than females.

Effect of CETA Program by High School

A comparison of the evaluation ratings received by each of the four participating high schools is illustrated as part of Figure 11. The results show no one school consistently receiving higher ratings, however, there are significant differences in ratings for specific evaluation factors. For example, when we look at "counselors concern about the CETA enrollee," we

Figure 10

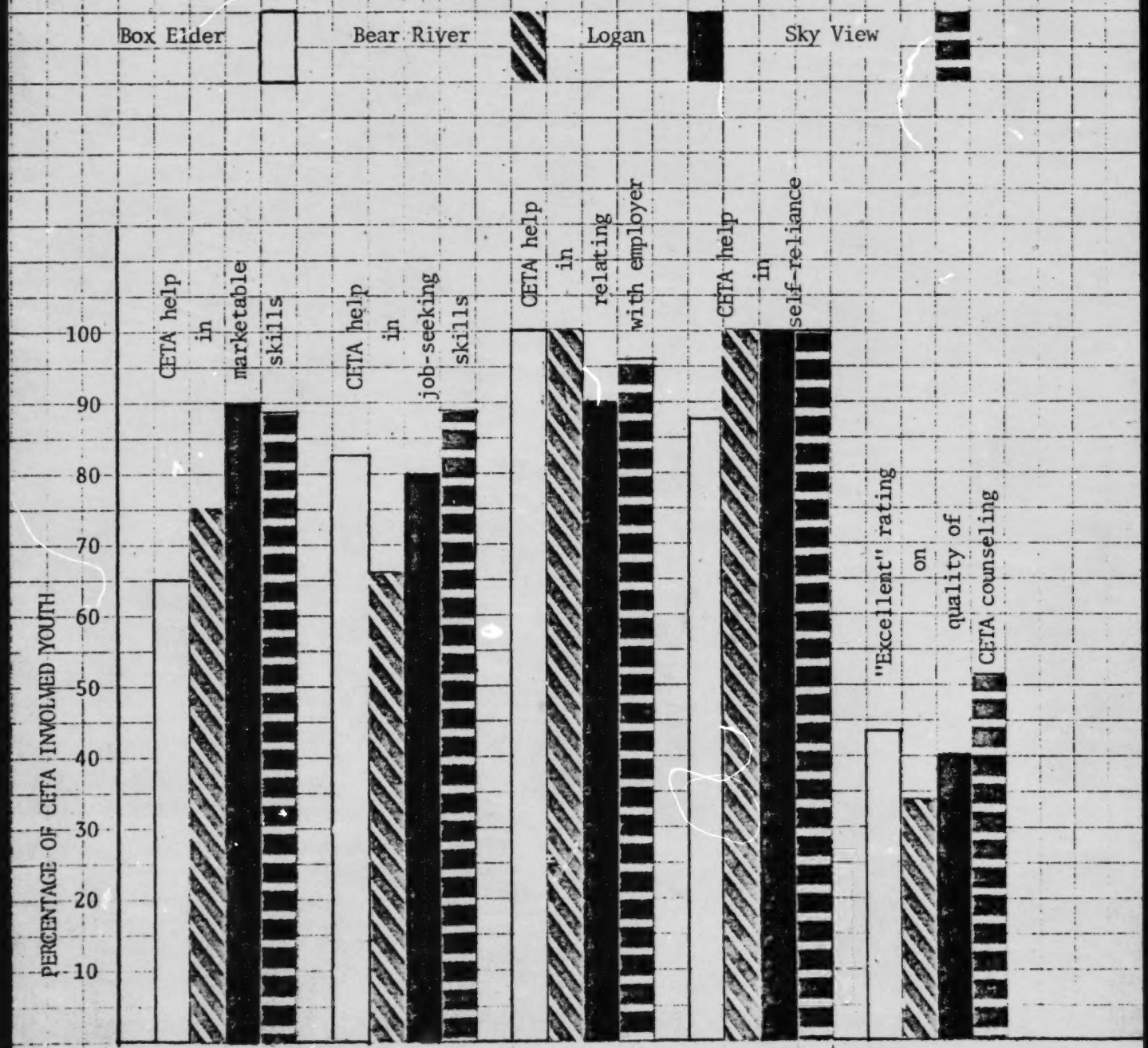
VALUE OF CETA PROGRAM
ACCORDING TO SEX

Cont. Figure 10

VALUE OF CETA PROGRAM
ACCORDING TO SEX

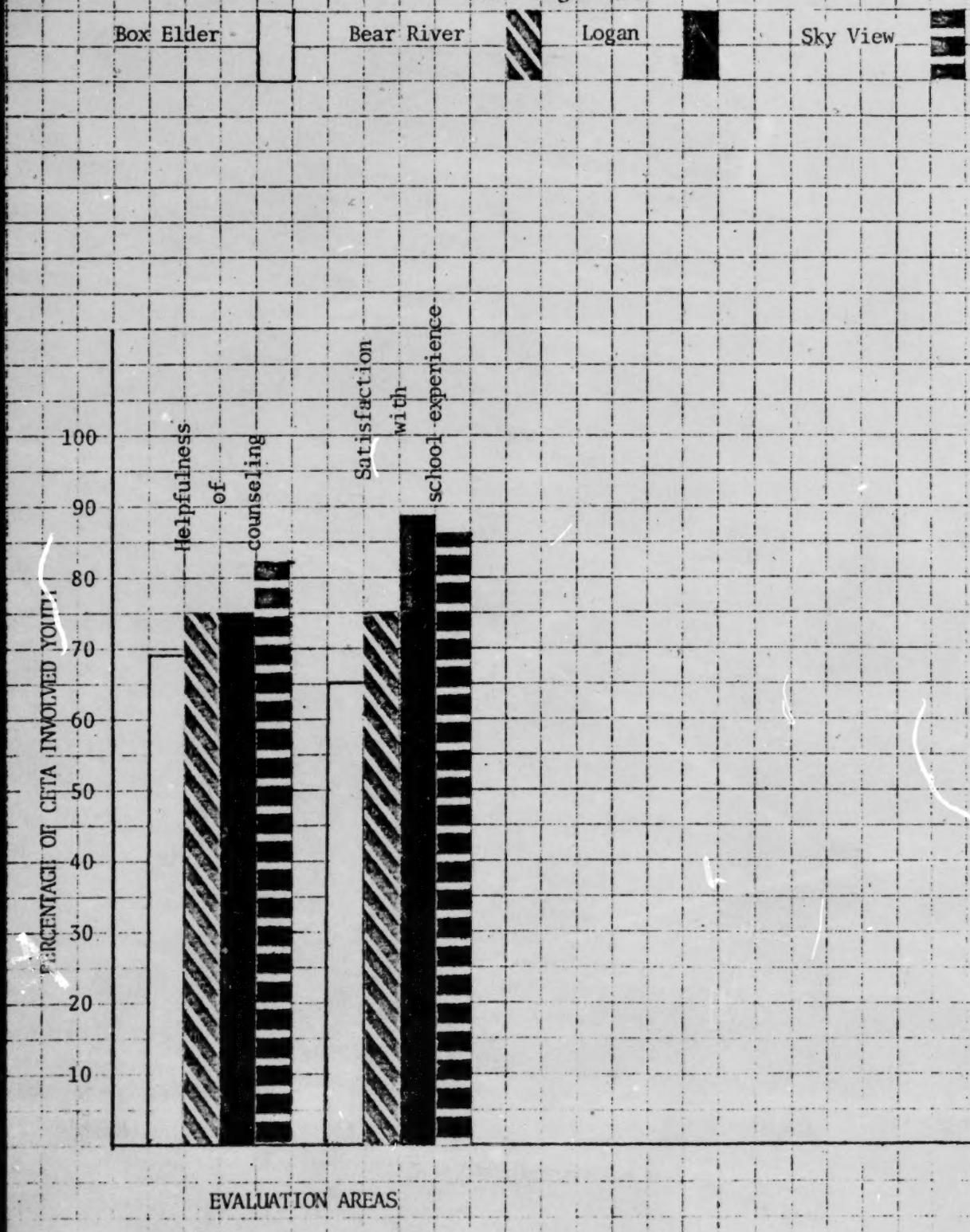
Figure 11

VALUE OF CETA PROGRAM
ACCORDING TO HIGH SCHOOL



Cont. Figure 11

Cont. Figure 11



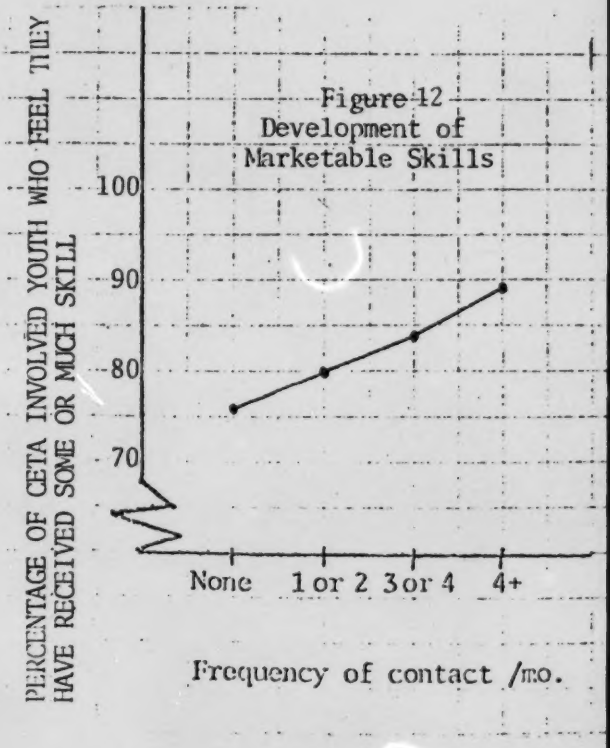
find that Bear River High School receives a much higher rating than the other three schools, which all received similar ratings. When analyzing the factor "CETA helped in marketable skills" we find that both Logan and Sky View High Schools rate very high, while Bear River High School rates about 15% lower and Box Elder High School rates about 25% lower. This variability continues through most of the rating factors.

Frequency of Counseling

Frequency of counseling seems to have a substantial impact on how valuable the CETA enrollee feels the CETA program is. Generally those with more counselor contact feel the program is of greater value than those who have had no counselor contact.

When frequency of contact is looked at in relation to what extent the CETA enrollee feels that their CETA program experience has aided in the development of marketable skills, the findings show that as the frequency of contact increases, so does the level of help the CETA program has been in that area (see Figure 12). This indicates that counselor contact is of assistance to the CETA enrollee in the development of skills that make an individual employable.

When looking at frequency of counselor contact in relation with the CETA program providing skills and information in economic competency, the survey results indicates that as frequency of con-



tact increases so does the beneficial impact of the program on the CETA enrollee (see Figure 13). Inconsistently, those participants with four or more contacts per month rated the program lower than those who averaged three or four contacts per month. Note the large increase in beneficial effect one or two contacts per month with the CETA counselor seems to have on the CETA enrollee. The relationship of counselor contact frequency and other variables including: (1) Quality of CETA counseling; (2) Quality of CETA funded work experience; (3) Enrollees perception that the counselor is concerned about them; (4) Enrollees perception that CETA counselor was willing to give individual assistance; (5) Perception that CETA counselor is informed of the school requirements; and (6) How helpful the counseling is, is depicted on pages 28 thru 29, Figures 14 through 19.

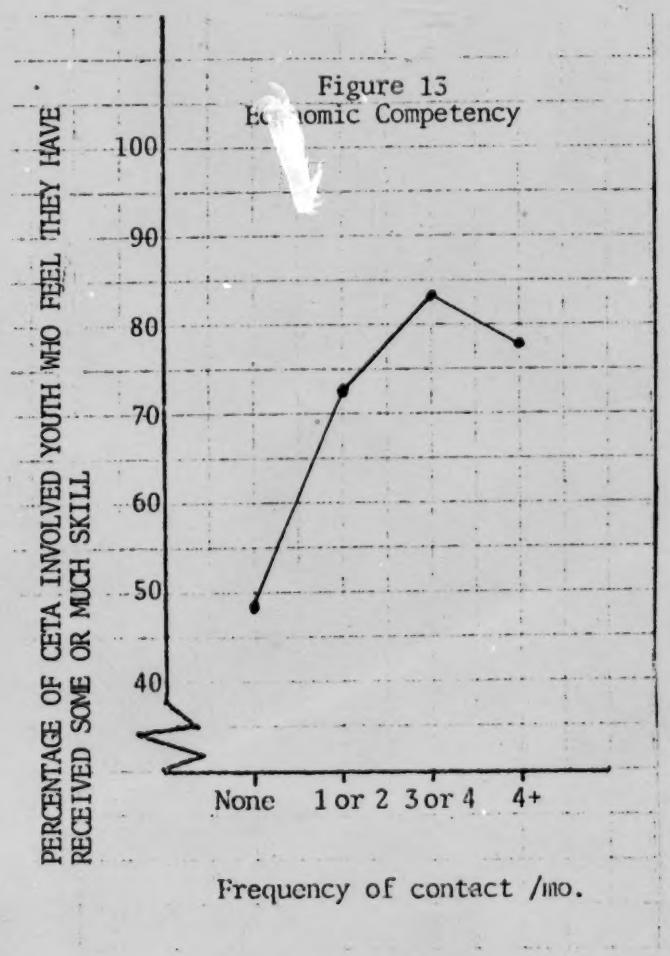


Figure 14
Excellent Rating For
Quality of CETA Counseling

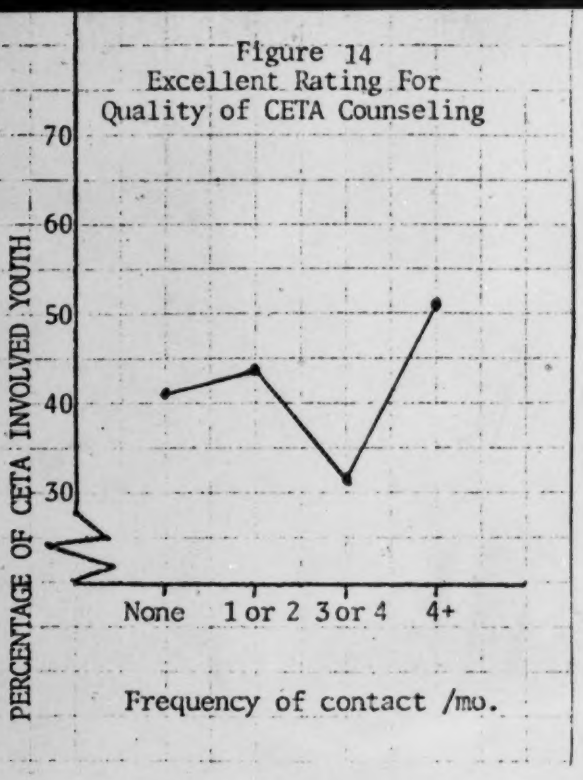


Figure 15
CETA Funded
Work Experience

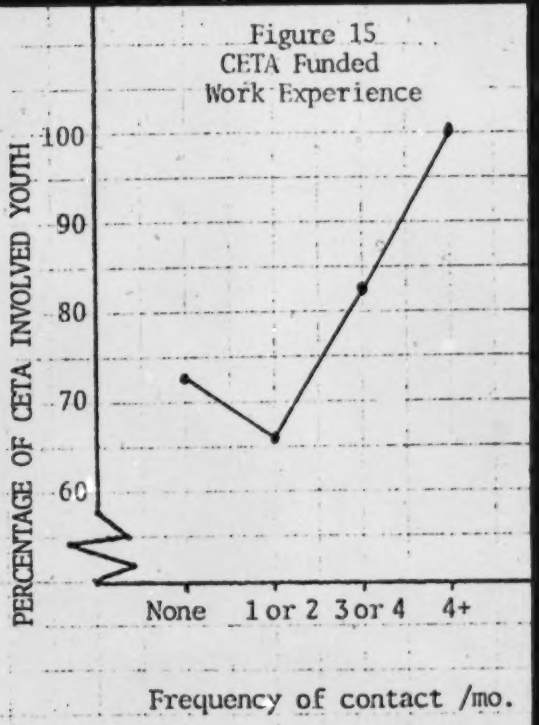


Figure 16
"Yes" Counselor Concerned
About CETA Enrollee

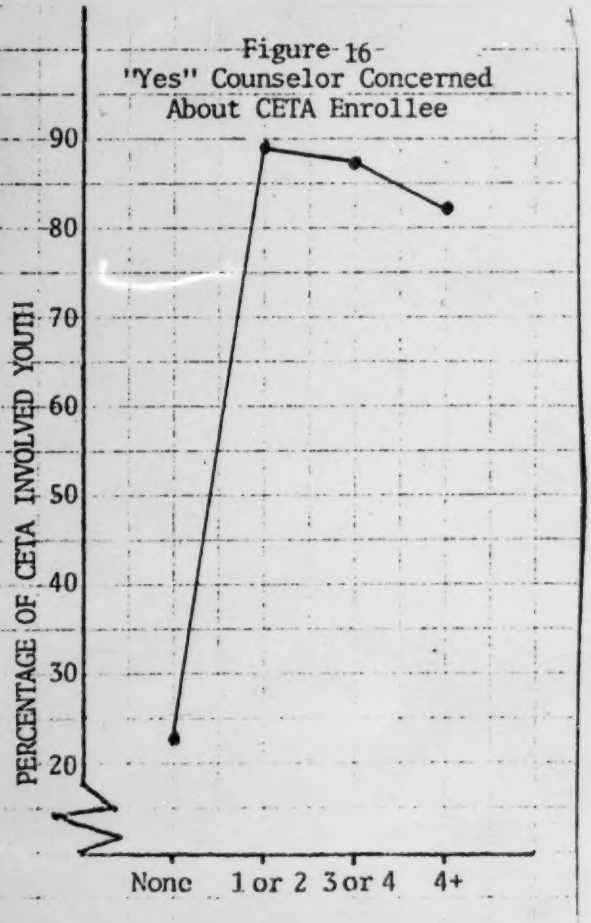
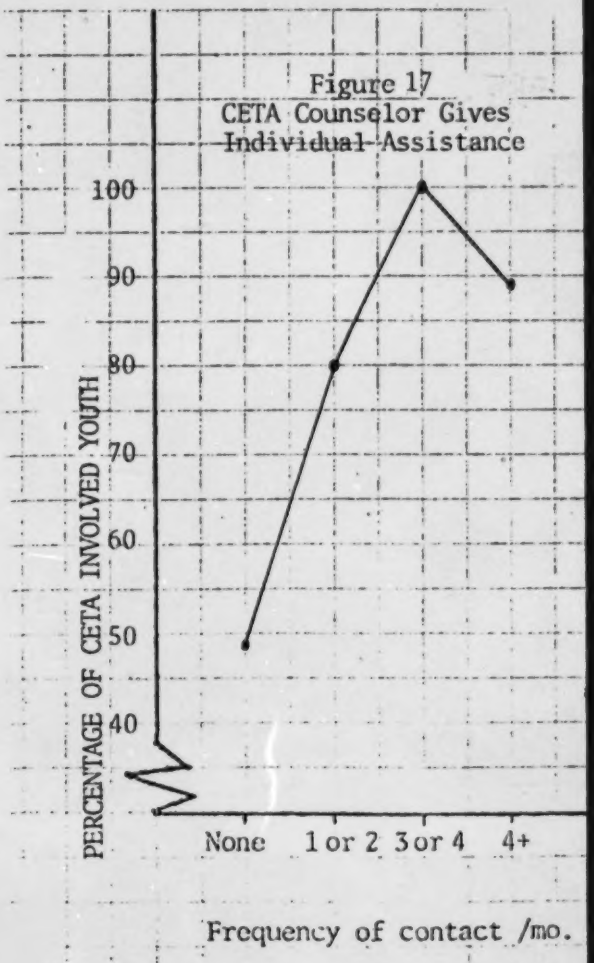
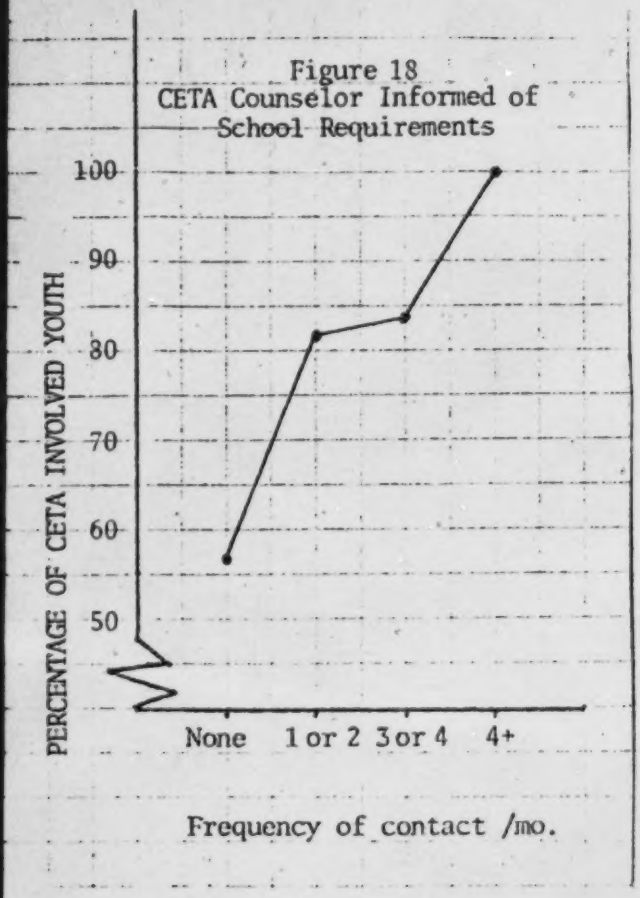
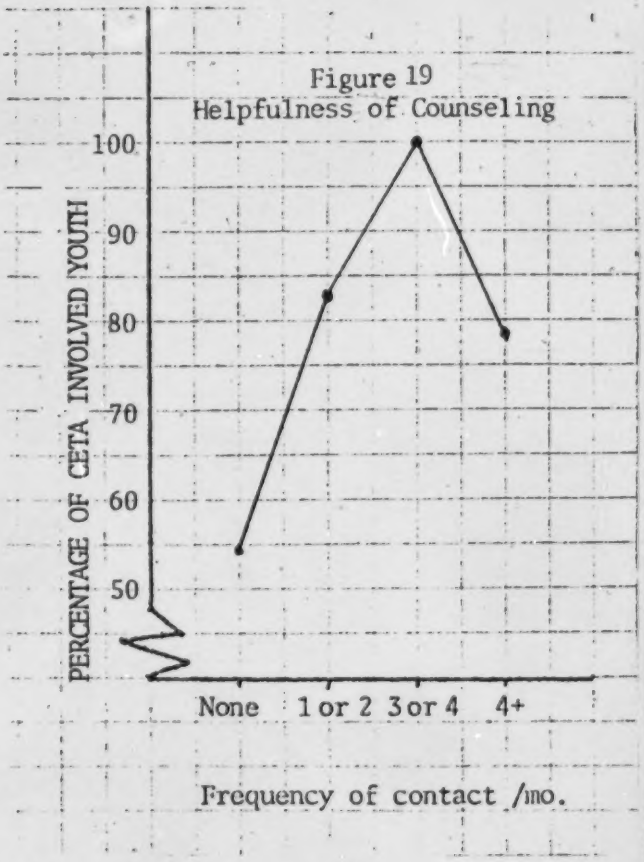


Figure 17
CETA Counselor Gives
Individual Assistance







Note that each evaluation rating does not necessarily increase as frequency of counselor contact increases. One explanation for this could be that there were very few people surveyed who averaged 3 or 4, on 4 or more counselor contacts per month, (6 and 9 people respectively). Because of this low number, the results obtained may be questionable. Another possible explanation offered by the CETA counselors is that those students who have frequent counselor contact are often forced to do so because of their negative performance in school and/or at their job sites.

What seems to be important is that in most of the evaluation areas, more CETA enrollees perceive benefits from the CETA program as they go from no counseling to an average of 1 or 2 contacts per month. In other words, counseling can enhance the benefits the CETA enrollee derives from the CETA program.

Comments by CETA Students

The last question of the survey asked the student to make additional comments if they wished. The following are some of those comments.

-"I have a great time working at my CETA job and it's very helpful for my future. I've learned more this summer at my job than I could learn in school in that particular field".

"Thanks"

-"CETA has helped me very much and so has _____. I would like to continue with this program as long as possible".

-"I really have enjoyed my job because it makes me feel like I am doing something other than wasting my time. Plus I am doing things I want that I thought I wouldn't get until I was older".

"I like the job and it is fun".

-"I would like to thank Job Service and the personnel for this opportunity to get to know the business world better. Without your help it wouldn't be possible for us".

"Thank you again"

-"It's a good program, which helps those who need it. It also gives those people who need the experience and training, the opportunity to learn and grow".

-"The program helps me understand myself because it makes me sit down and really look at myself and what I am doing".

"Thank you"

-"The program is really helpful to me".

-"I am glad I have the chance for a job, because otherwise I am sure I would not be able to find one, or a part-time job during school".

-"I think it is a good thing. It gives you experience on the job type thing".

-"We need more money - okay".

-"If Carter (U.S. President) wants to cancel this program, could I T.P. the White House?"

IV. PERCEPTIONS OF FORMER CETA PARTICIPANTS

The results for the section were obtained through telephone interviews with past CETA participants. A list of 261 past participants who terminated from the CETA program was obtained from CETA termination files. Out of the original list, only 65 interviews were successfully completed. Reasons why such a relatively small number of interviews were completed include: Telephone disconnects, many people had moved, no one answered phone after numerous attempts, and some individuals are still in high school.

The survey instrument was designed for those individuals who had been involved in the CETA program in the past and who were no longer attending high school at the time of the survey. The respondents may have graduated or they may have dropped out of school before completion. Those still in high school were not surveyed. It was felt that former CETA participants may have a different perspective or vantage point and be able to look at the CETA program in terms of what it has done for them since they left school. The questionnaire was intended to measure the extent to which former participants felt their CETA involvement helped them prepare for the world of work.

Results of Survey

A more detailed discussion of the results will be found in the following pages. Each question with frequency and percentage of response can be found in the Appendix, page 75. Of the 65 surveyed past CETA participants, 14 (22.2%) attended Box Elder High School, 23 (36.5%) attended Bear River High School, 13 (20.6%) attended Logan High School and 12 (19.0%) attended Sky View High School. The survey respondents consisted of 47.7% male and 52.3% female; 72.3% were single while 23.1% were married.

The interviewer asked the terminated CETA participant if they had dropped out of school. If they had, they were then asked if they plan to complete the high school requirements for graduation in the future; 76.2% said they would, while 14.3% said they would not and 9.5% didn't know. When the results of this question were disaggregated by the high school they formerly attended, it was found that 80% of the Box Elder and Logan High School drop-outs plan to complete graduation requirements while only 60% of Bear River High School plan to complete their degree. None of those interviewed who attended Sky View High School had quit school thus no data are available.

With regard to the training or education the respondents have had since high school, 36.9% have had none, 27.7% have attended college, 7.7% have attended a trade school, and 26.2% have received another type of training or education.

Figure 20 addresses the quality of selected services (counseling and Job Service) and experience opportunities (overall program experience and work experience) the former CETA enrollees received. As can be seen, "overall program experience" obtained the highest rating (95.4%), while "quality of counseling" obtained the lowest (80.9%). "Quality of services provided by Job Service" received an 85.1% rating and "CETA funded work experience" received 93.1%.

An evaluation of the value of the CETA program according to selected evaluation areas can be found in Figure 21. Notice that the evaluation areas which rated the lowest ("Excellent" rating for quality of CETA counseling, "Excellent" rating for CETA funded work experience, "Excellent" rating for overall CETA program experience and "Excellent" rating for quality of help from Job Service) are a result of the use of the "Excellent" rating

Figure 20

RATED QUALITY OF SELECTED SERVICES
DELIVERED TO CETA ENROLLEES

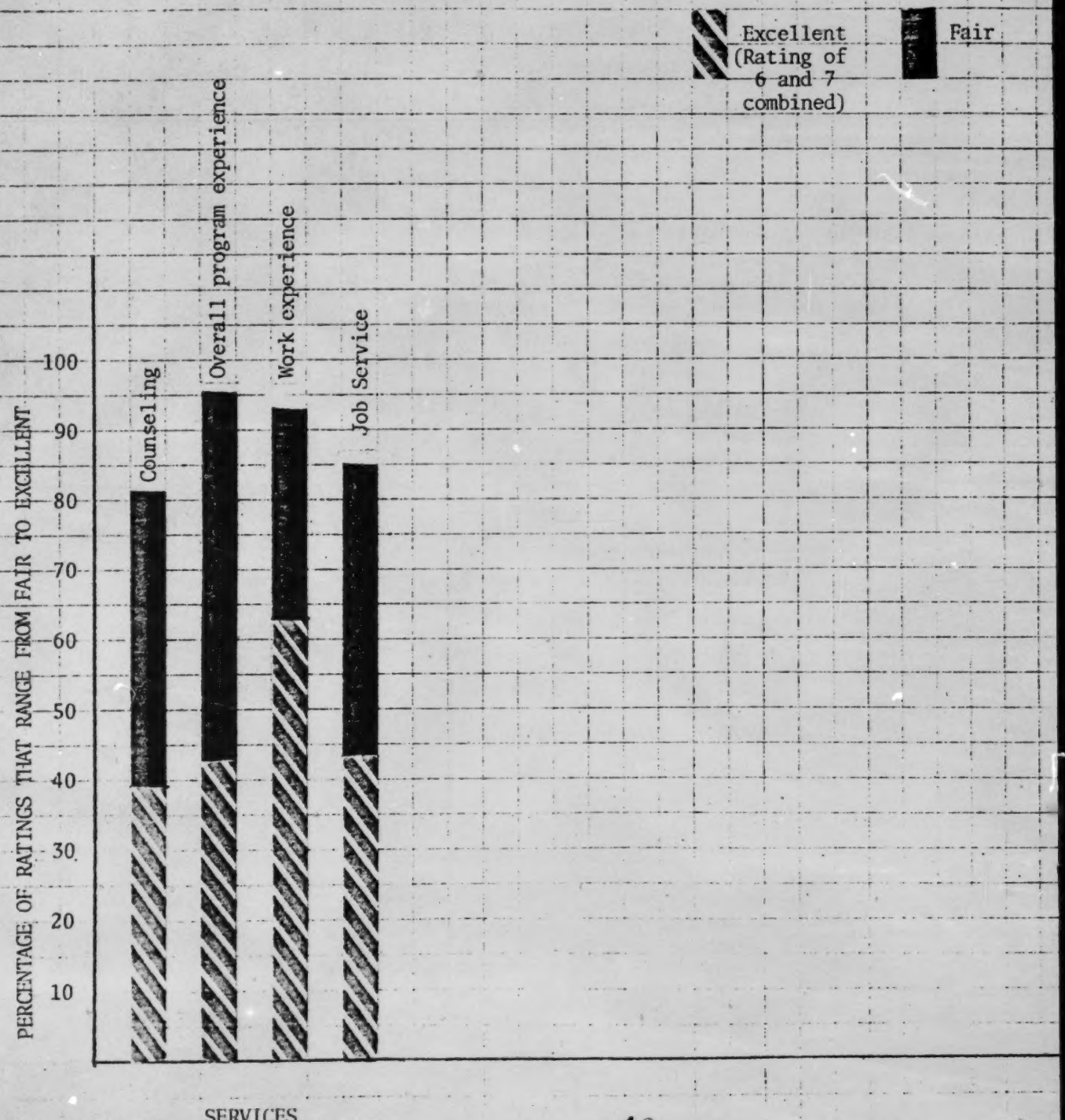
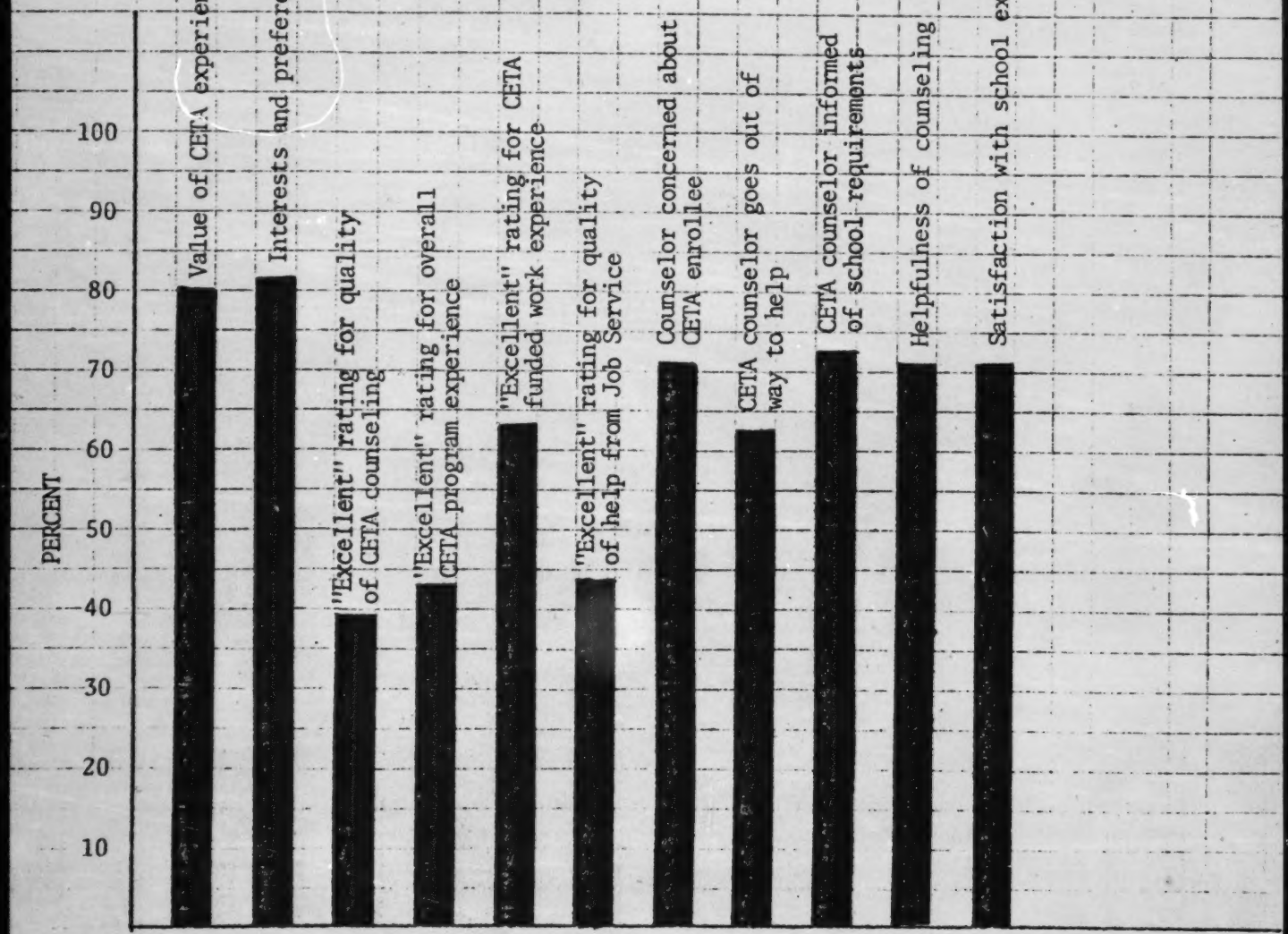


Figure 21

VALUE OF CETA PROGRAM

(Selected Evaluation Areas)



being used for the evaluation purpose. If ratings of "fair" were also used the rating would be substantially increased.

The evaluation area which received the highest evaluation was "interest and preference considered in placement at work site" (81.3%), with "value of CETA experience" (80.0%) close behind. The area which received the lowest rating was "Excellent" rating for quality of CETA counseling" (39.6%).

The extent to which the CETA program has given participants useful skills and information in certain areas can be found in Figure 22. These results were obtained from Question #14. As in Section III, (3) these rating scores were obtained by adding the percentages for responses "some" and "much." This means that the CETA program was of some or much help in providing skills, job seeking skills, career information, economic competency, getting along with your employer, self reliance and getting along with fellow employees. The results in Figure 22 show that the CETA program does help the majority of CETA enrollees in every evaluation area except "economic competency," where only 44.6% feel that their CETA experience gave useful skills and information in this area. The area in which the greatest number of past CETA participants feel that they received usefull skills and information was "self-reliance" (89.2%) while "help relating with employer" was also evaluated extremely high (84.6%).

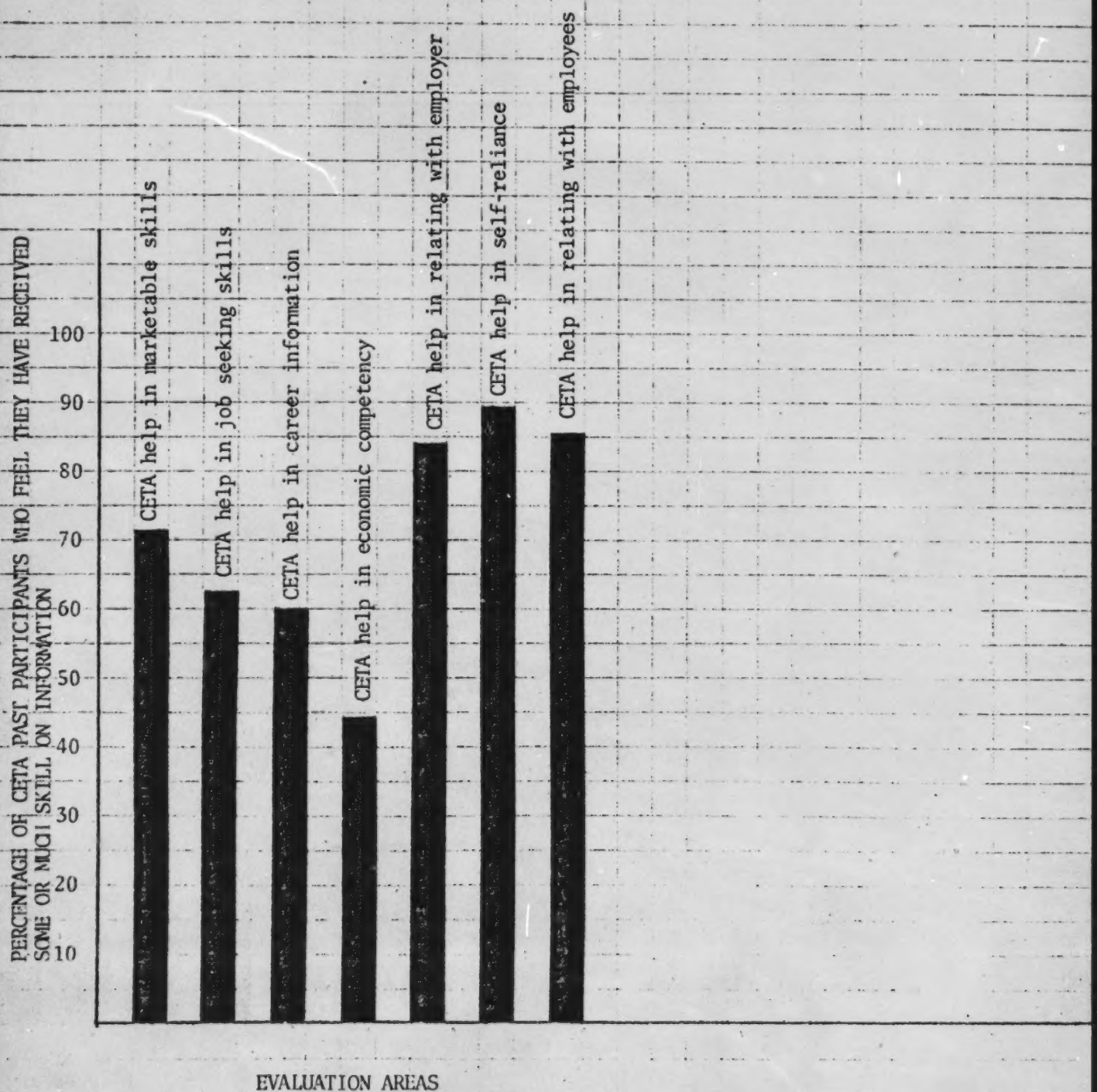
In general, the results show that the majority of past CETA participants feel that they did obtain useful skills and information in these areas as a result of their participation in the CETA program.

Figure 22

EXTENT CETA PROGRAM HAS GIVEN PARTICIPANTS

USEFUL SKILLS AND INFORMATION

(Score is calculated by combining frequency of "much" and "some" responses)



Question #25, (How did other students feel about your program involvement . . .?) was designed for the same purpose in mind that Question #23 of active CETA enrollees. That is, to find out if the CETA enrollee detected a stigma or negative attitude associated with their involvement in the CETA program (see Figure 23). The results show that only 4.7% of the respondents feel that they were looked down on for their involvement in the CETA program. Over 26% feel that their friends would also like to become involved in the CETA program.

It appears that these past CETA participants find the CETA program desirable for themselves and their friends; but most importantly, that they do not feel any negative attitudes on the part of their peers associated with their participation in the CETA program.

Value of CETA According to Sex

This section examines the differences in perceived value of the CETA program in relation to the sex of the participant. Of the respondents to this survey, 47.7% were male and 52.3% were female. The graphic presentation for the value of the CETA program according to sex is presented in Figure 24. These results indicate that females, by-in-large, feel the CETA program is of more value than do the males who participated in the program. There are a few areas in which proportionately more males feel the CETA program is of value than females. These include: "CETA counselor gives individual assistance," "CETA counselor goes out of his/her way to help" and "satisfaction with school experience." While proportionately more females express the attitude that the CETA counselor is concerned about the CETA enrollee. The area which shows the greatest difference in rating between the sexes is "helpfulness of counseling" where the difference is greater than 30%, in which the females are more favorable. Proportionately more males feel they do not receive adquate personal attention from the counselor.

Figure 23

PEER'S ATTITUDE OF CETA ENROLLEES
INVOLVEMENT IN THE CETA PROGRAM

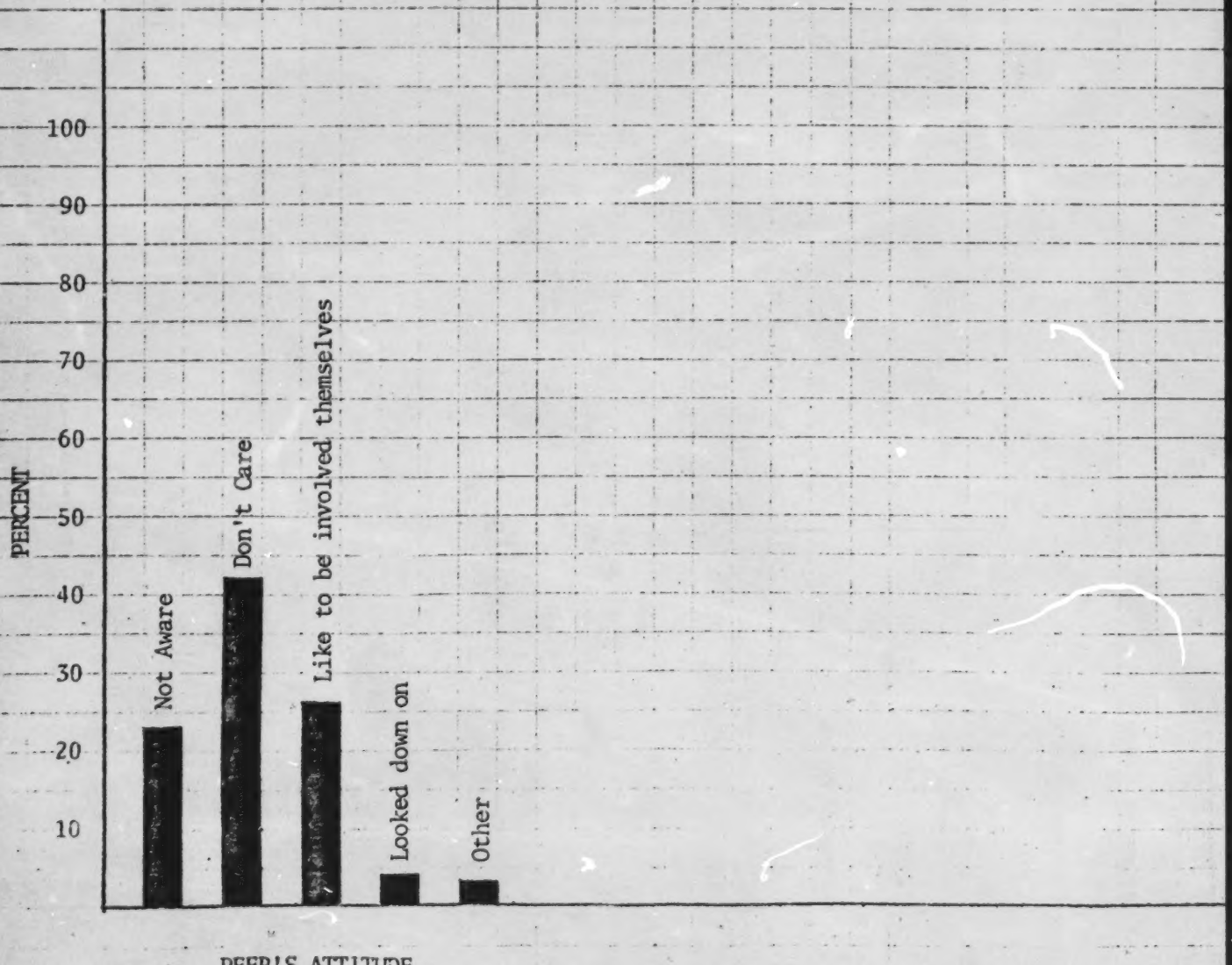
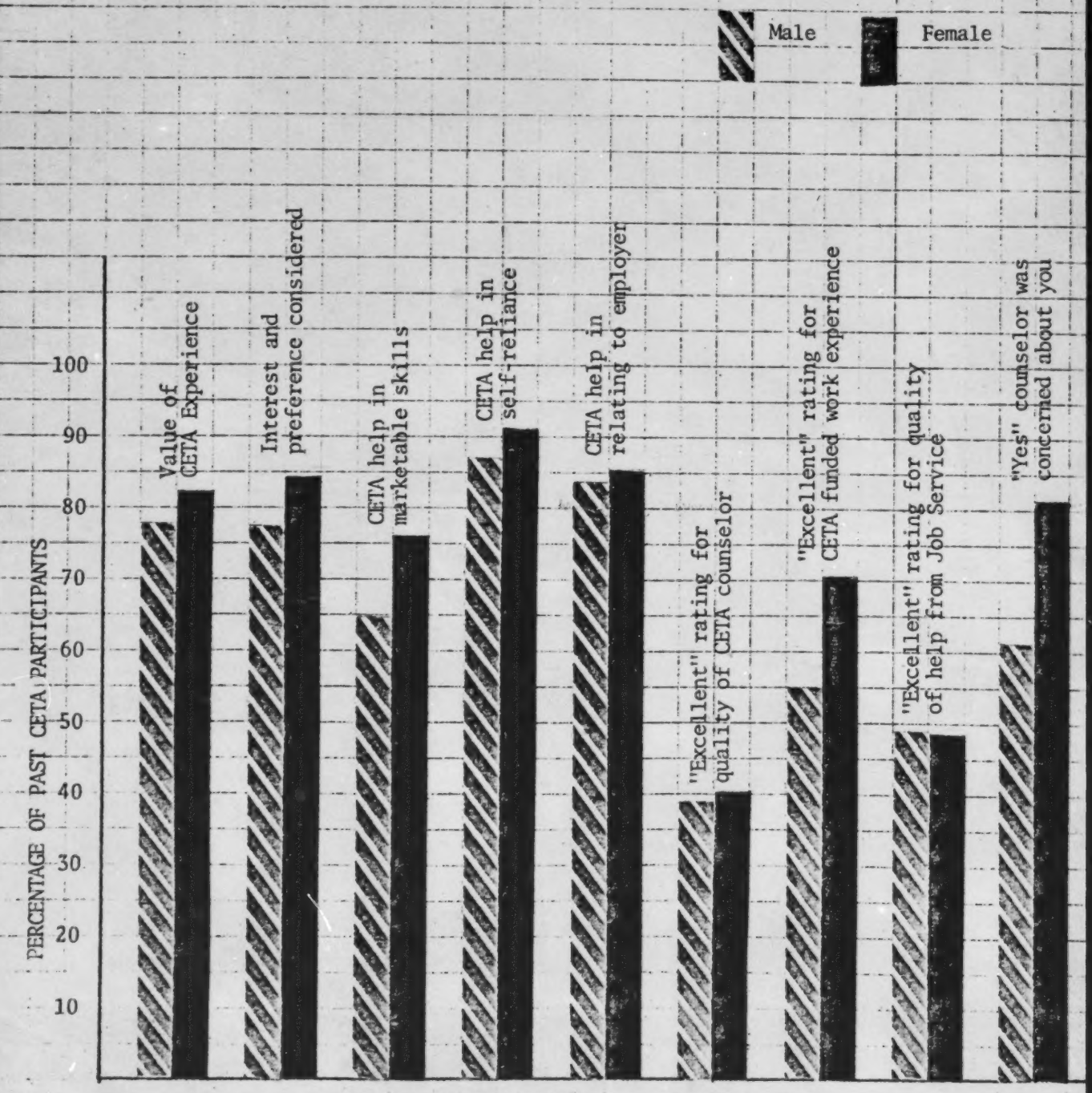


Figure 24

VALUE OF CETA PROGRAM
ACCORDING TO SEX



Cont. Figure 24

VALUE OF CETA PROGRAM
ACCORDING TO SEX

The difference in attitude between the sexes is generally small, but some differences are so large that they cannot be ignored. Perhaps further investigation is warranted by way of another study for these substantial differences.

Value of CETA Program According to High School

As concluded earlier from analyzing the survey of current CETA participants by high school, the responses of former CETA participants also differ significantly when disaggregated by school. No one school consistently received the highest evaluation, although in certain areas some schools do excel. For example, Bear River High School and Logan High School rated 30% and 20% respectively above Box Elder and Sky View High Schools in the "counselor concerned about CETA enrollee" category. There are also evaluation areas in which Box Elder and Sky View High School scored higher than Bear River and Logan High, for example "CETA help in relating with employer."

One rating area of importance for comparative purposes is "very poor rating of quality of CETA counseling." As can be seen from Figure 25 on page 45, just over 30% of the past Box Elder High School CETA participants rated "quality of CETA counseling" "very poor," while under 10% of Bear River High Schools past CETA participants did and none from Logan or Sky View High Schools. But the graph on "excellent" rating for quality of CETA counseling shows Box Elder High School rated the highest with Bear River High School next. What the findings suggest is that students either like the counseling at Box Elder and Bear River High Schools or they don't; there are few students in-between.

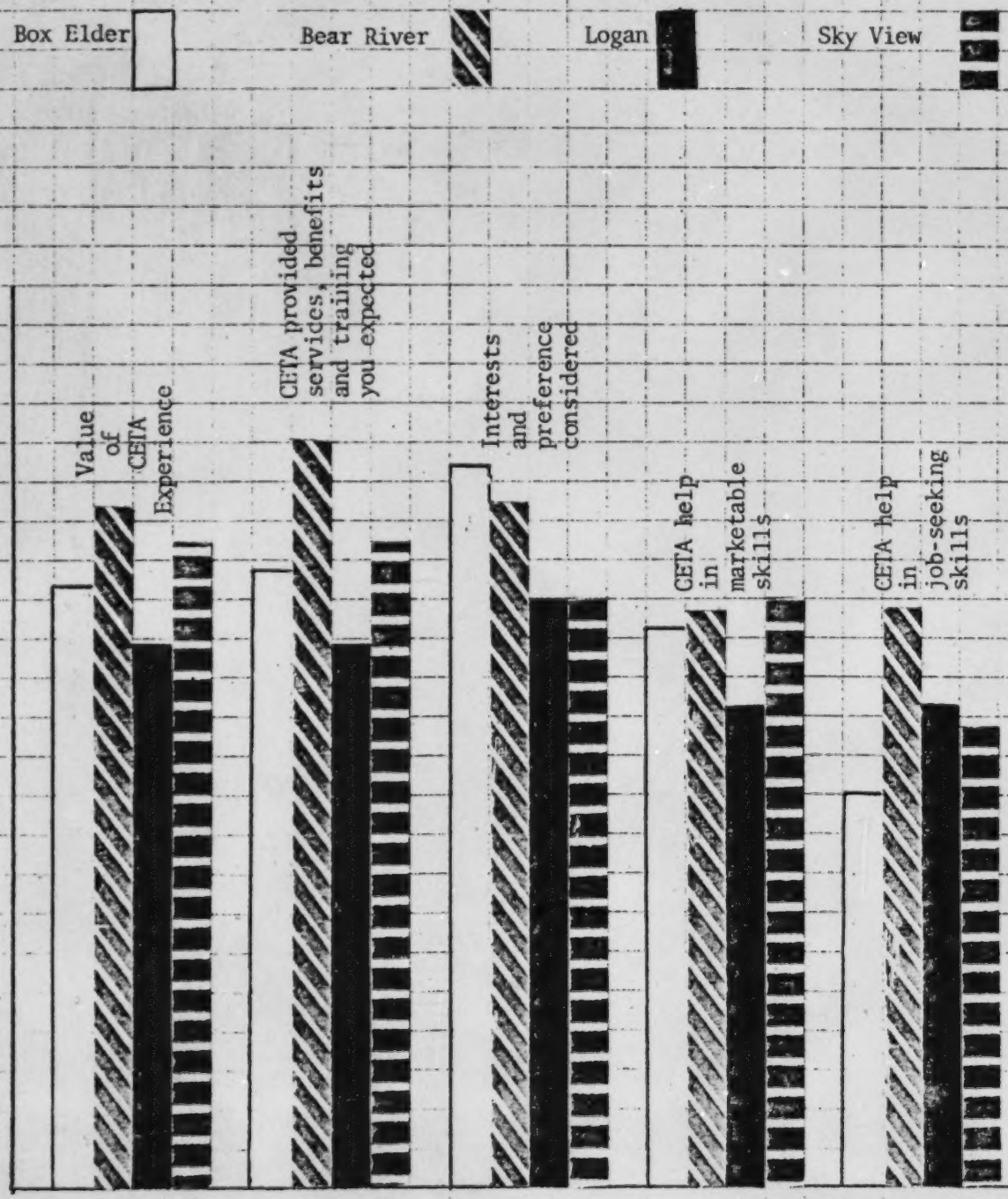
Again, as we analyze the value of the CETA program by the high school that the CETA enrollee attended, we find that different schools rate higher in some areas and lower in other areas. If all evaluation areas are looked

at as a whole, it would not be possible to pick the "best" or "worst" school in terms of the value of the CETA program to its participants. There does not seem to be a consistent pattern among or within the schools.

Figure 25

VALUE OF CETA PROGRAM

ACCORDING TO HIGH SCHOOL



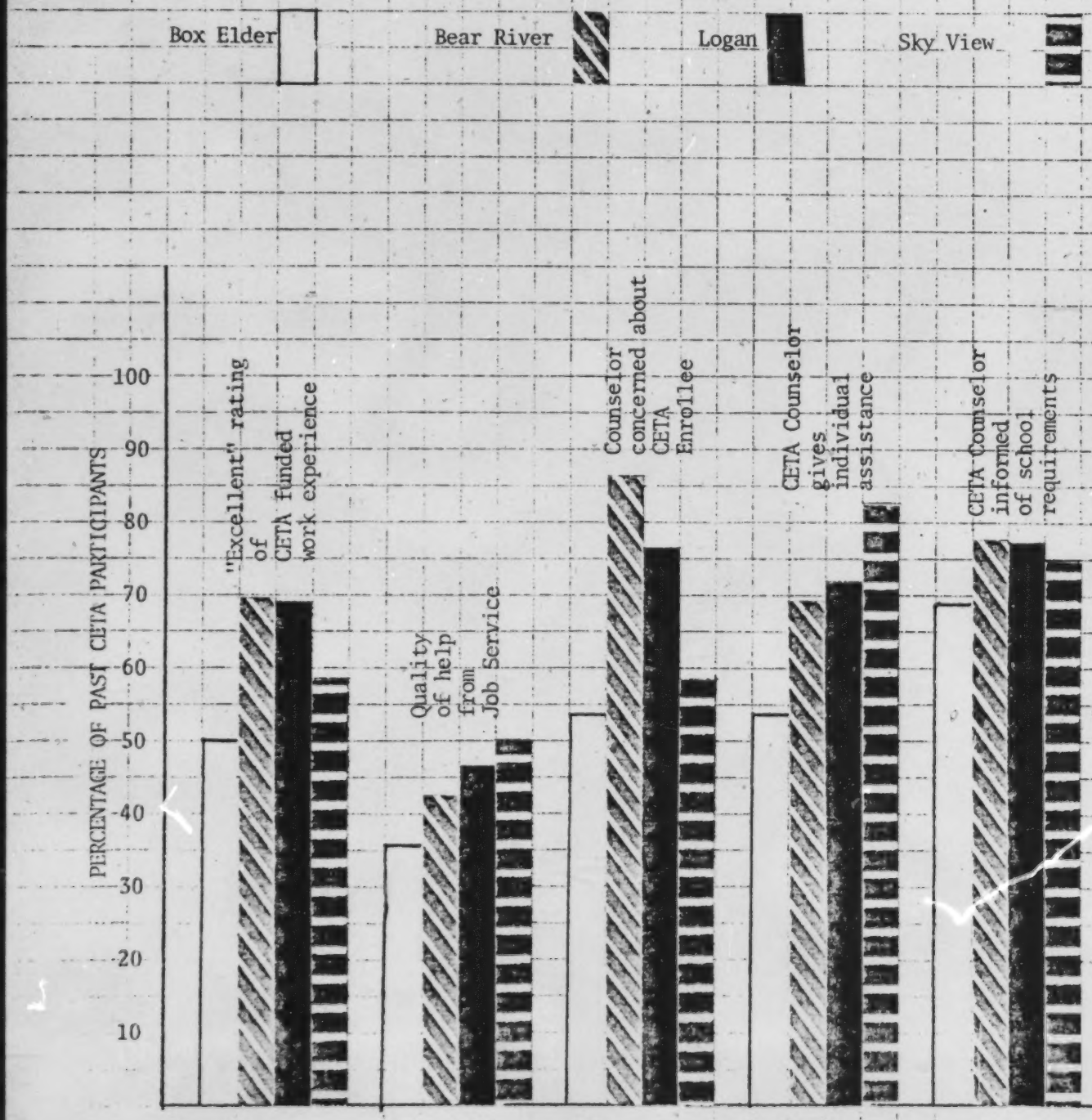
Cont. Figure 25

VALUE OF CETA PROGRAM

ACCORDING TO HIGH SCHOOL

Cont. Figure 25

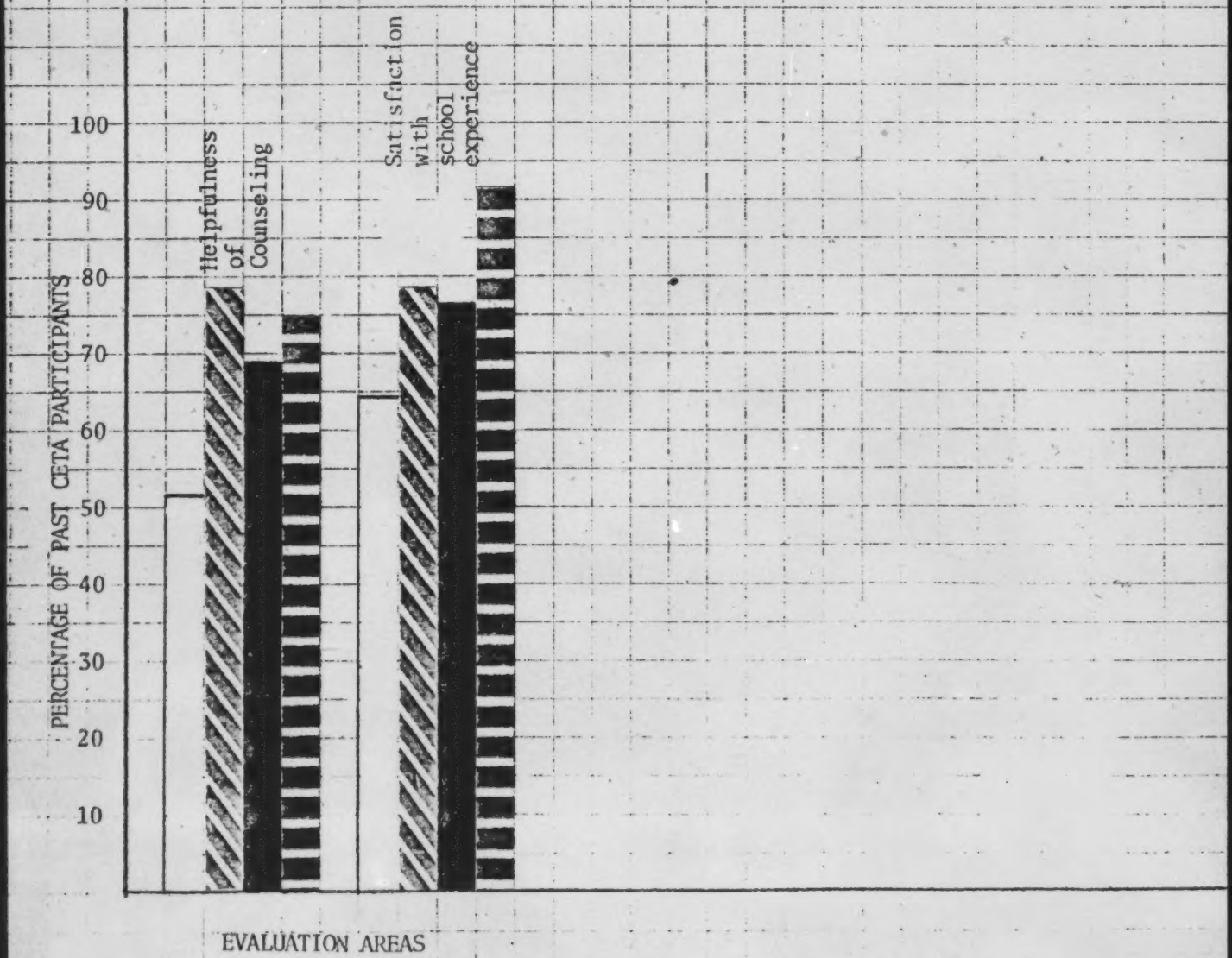
VALUE OF CETA PROGRAM
ACCORDING TO HIGH SCHOOL



Cont. Figure 25

VALUE OF CETA PROGRAM

ACCORDING TO HIGH SCHOOL



Frequency of Counseling

The frequency of counseling for former CETA participants appears to have about the same impact that it has on active CETA enrollees. As counselor contacts per month increases from none to one or two, the majority of participants find the CETA program of greater benefit. The obvious conclusion is that participants derive more from the CETA program because of the counseling. The graph in Figure 26 clearly shows that as the frequency of counselor contact increases, so does the proportion of those who rate the quality of CETA

Figure 26

"EXCELLENT" RATING OF QUALITY OF CETA COUNSELING

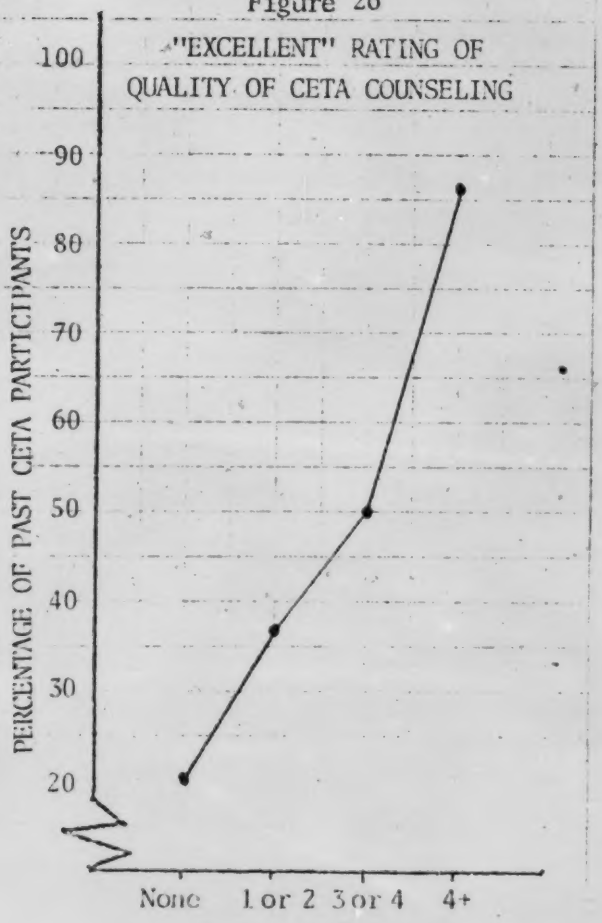
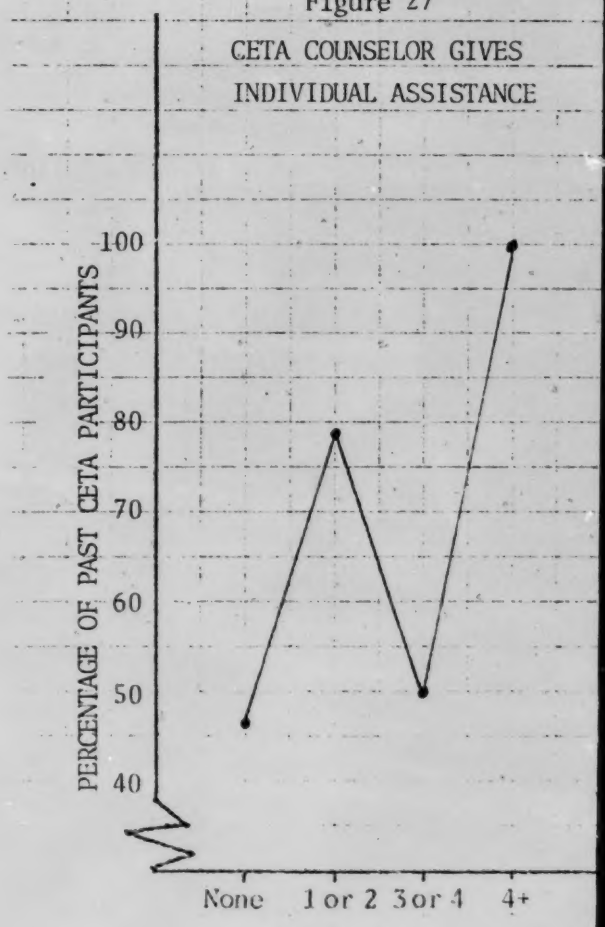


Figure 27

CETA COUNSELOR GIVES INDIVIDUAL ASSISTANCE



counseling of high value.

There are exceptions to this general trend, however. As can be seen in Figure 27, there is an increase in value of counseling between those with no counselor contact and those who have 1 or 2 contacts per month. But with 3 or 4 contacts per month, the proportion who said the counselor is willing to give individual assistance decreased to about the same point as for no contact. Then for 4 or more contacts it increased again. One explanation for this is the low number of respondents who have had "3 or 4" or "4 or more" counselor contacts per month. Any definite determination why this occurred would take a separate study designed for this purpose. "Helpfulness of counseling" and "Excellent" rating for overall CETA program experience," are areas in which CETA participants who received more than 4 counselor contacts per month, did not find as much value in the CETA program as those who had received 1 or 2, or 3 or 4 contacts per month (see Figure 28 and 29).

Figure 28

HELPFULNESS OF COUNSELING

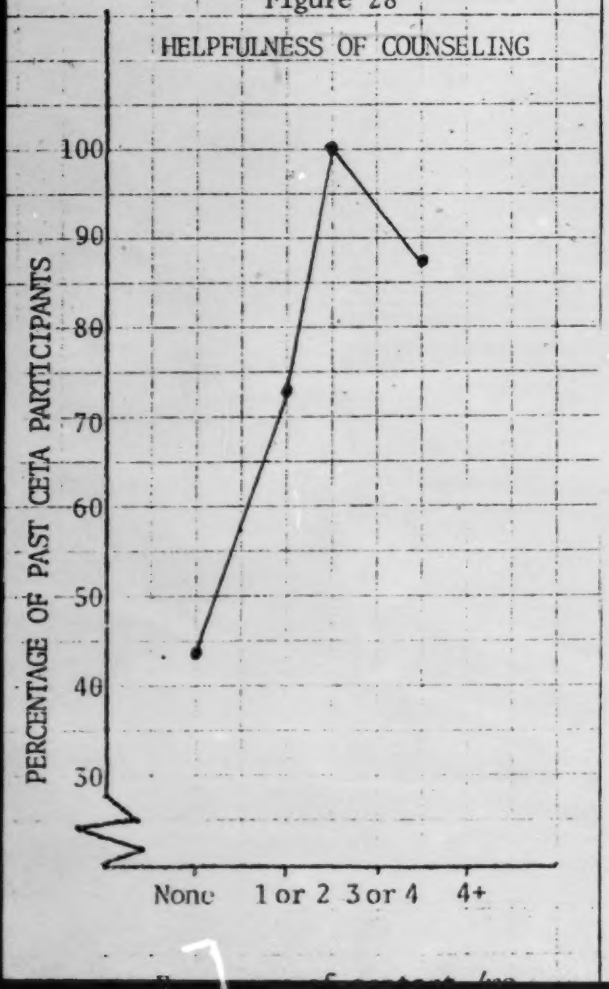
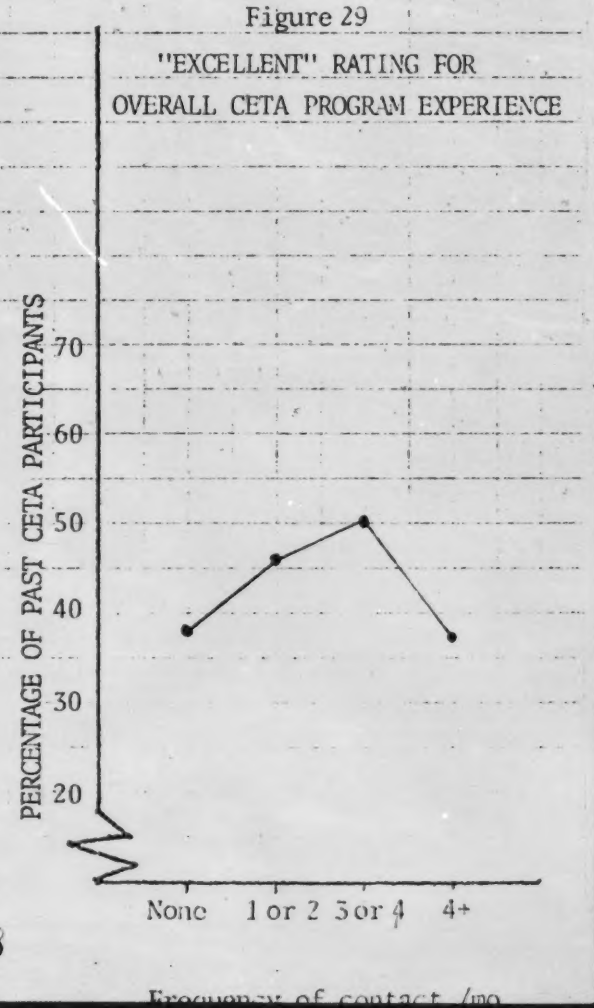


Figure 29

"EXCELLENT" RATING FOR OVERALL CETA PROGRAM EXPERIENCE



Counseling has a positive effect on how much the CETA youth feel they received from the CETA program. Counseling is a complementing service that seems to maximize the value of the program to the youth participants. The results show that without the counseling a smaller proportion of the CETA youth would feel the CETA program was of value.

It is the counseling which in many cases makes the CETA program valuable to many CETA participants. Perhaps the value that counseling adds to the CETA program can best be expressed by a comment from a terminated CETA participant who never received any counseling: "no counseling; nobody to help work out problems or talk to about problems."

Figure 31

CETA COUNSELOR INFORMED OF SCHOOL REQUIREMENTS

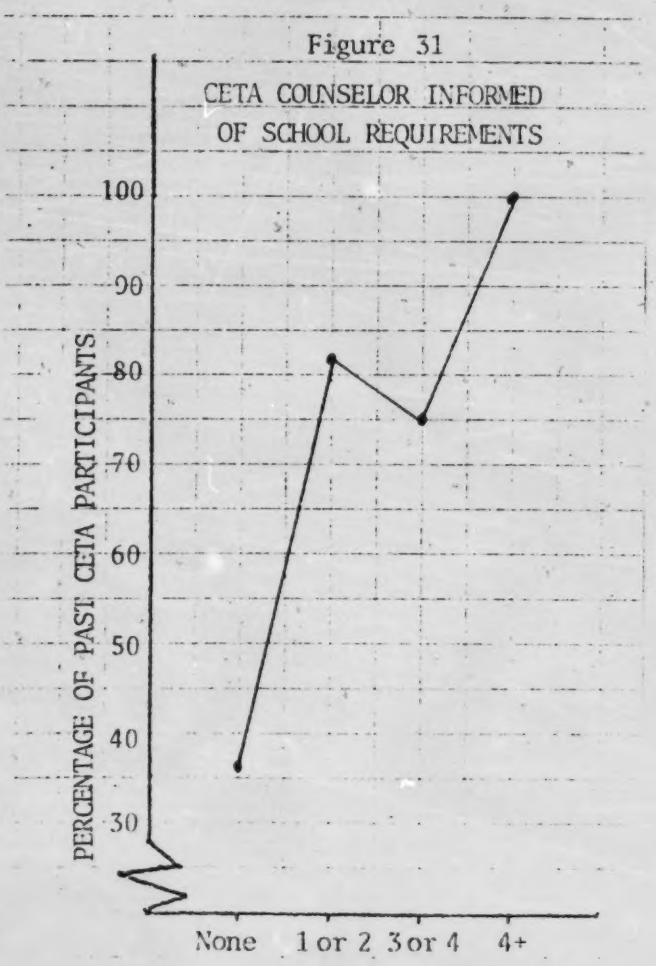


Figure 30

CETA COUNSELOR GOES OUT OF WAY TO HELP

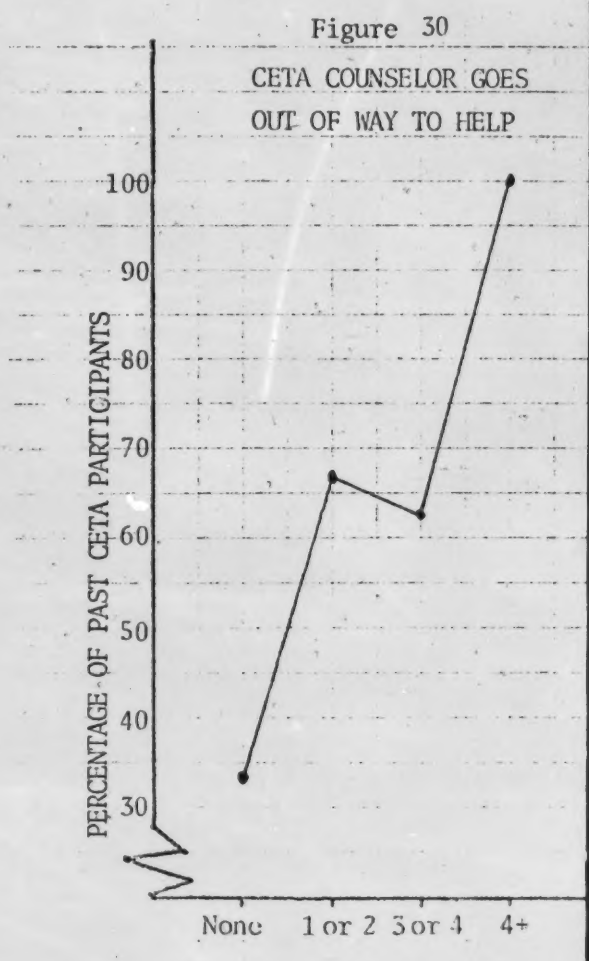


Figure 32

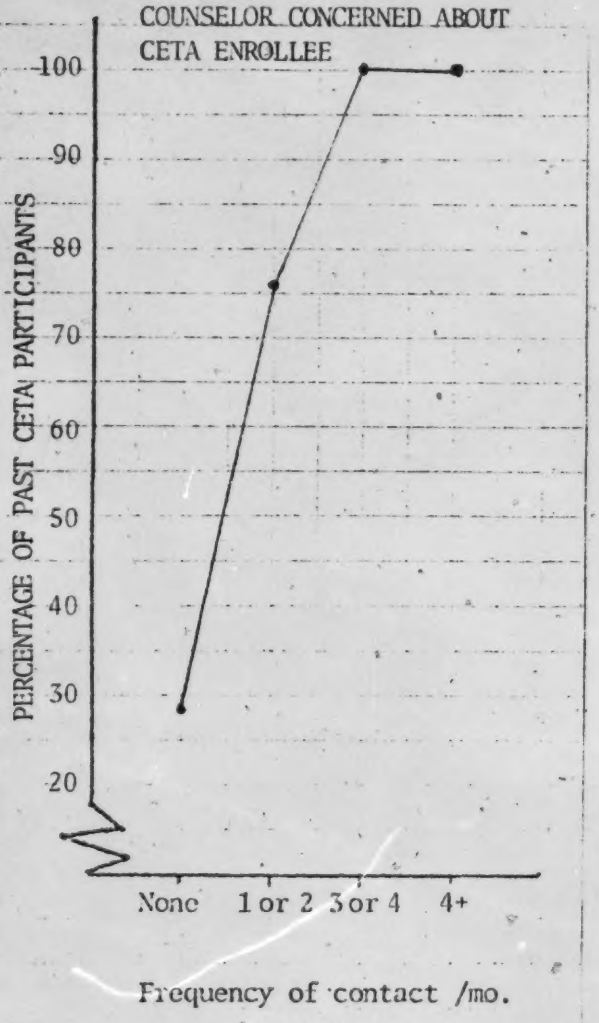
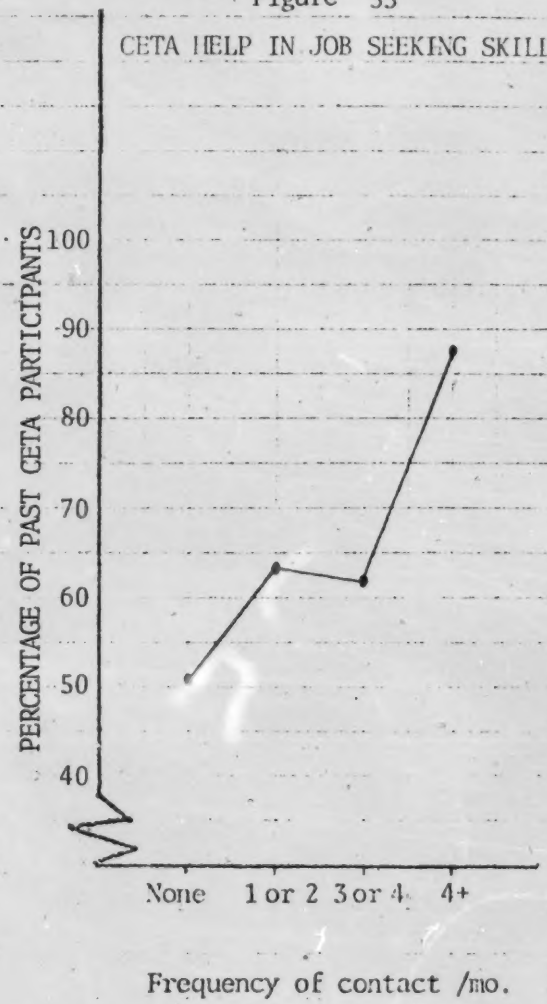


Figure 33



Comments of Terminated CETA Participants

It was felt that the comments made by former participants may provide some indication of program effectiveness. At the end of the telephone interview, respondents were asked if they would like to make any further comments. The following are some of those comments:

"Real good. Advise others to take advantage of it."

"Fun, enjoyed myself and learned a lot."

"No counseling; nobody to help work out problems or talk to about problems."

"I hope more people take advantage of the program, because it can really help out a lot."

"Good program; filled needs."

"Should have more varied range of job experience. More expansion for intelligence, computer or other mechanical educational uplifting."

"Tell more students about program."

"Really good and valuable experience."

"Really excellent, good experience, good work experience, excellent program."

"Ask Mike Young to come back to high school. I learned more in 6 hours orientation than in three week of school."

"Keep the CETA program rolling."

"Part of it was kind of a joke; some people just did time and got paid."

"Really like the job experience."

"Helped me a lot."

"Liked the job. Learned lots of things."

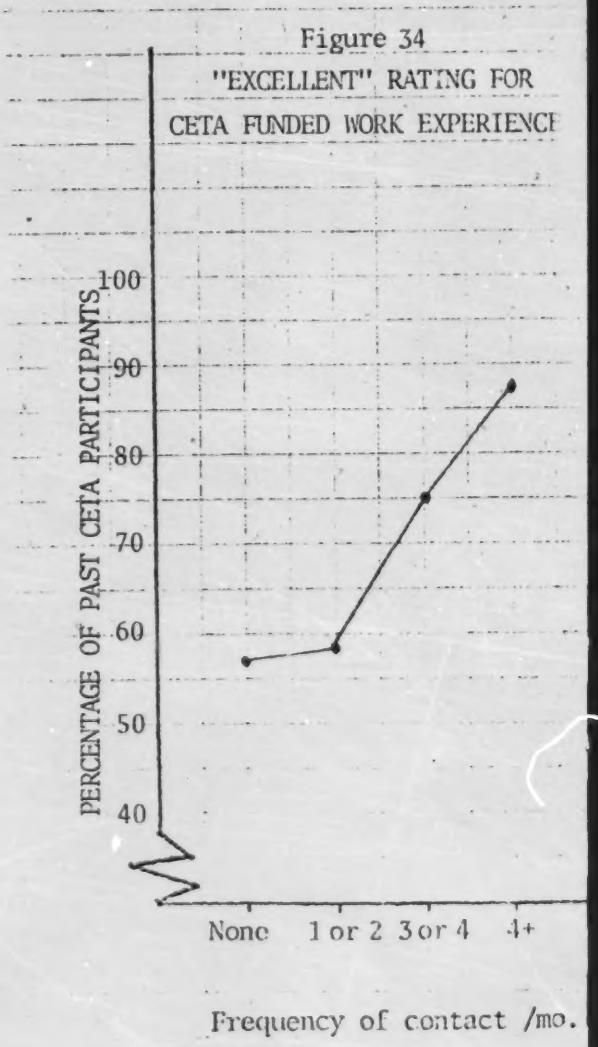
"Very helpful for students. I am still working in the job I got from CETA."

"Place CETA enrollees in line of work they would like to work in; that would prepare them for what they want to do in the future."

"Good program, but better variety of jobs is needed."

"Program is good, but counselor isn't any good. Counselor calls students out of class. She should talk to them at

Figure 34



times they are not in class."

"Employer needs to teach more, so student can learn more. Jobs are meaningless at times."

"Enjoyed working with employer."

"Good program for people who need money. Work experience is only good if that's the type of work you enjoy."

V. A COMPARISON OF CETA STUDENTS WITH THE GENERAL STUDENT POPULATION IN TERMS OF SCHOOL DROP-OUT RATE AND GRADE POINT AVERAGE

For purposes of this report, school drop-out rates are given in terms of the number of drop-outs per 100 students from the total school population. The CETA student population figures have been separated from the general student population figures to avoid double counting of individuals in either population.

School Drop-Out Rates

For the school year 1978-79, the CETA enrollee school drop-out rate was 7.53 per 100 students, while for the general student population it was 3.78 per 100 students. The school drop-out rate for CETA students is almost twice as high as that for the general student population.

When school drop-out rates are examined in terms of sex (see Table 1) the data show that for male CETA students the drop-out rate is 2.62/100 higher than for the males in the general student population, while for female CETA students the results show that the drop-out rate is well over twice as high as for females in the general student population (8.45/100 and 3.62/100 respectively), with a difference of 4.83/100.

TABLE 1

Comparison of School Drop-out Rates By CETA Involvement and Sex 1978-79

School drop-out rate for male CETA students	6.56/100	3.94/100	General student population school drop-out rate, male
School drop-out rate for female CETA students	8.45/100	3.62/100	General student population school drop-out rate, female

Consulting Table 2, the results also show that for the general student population the female drop-out rate is lower than the male, while for the

CETA students the results are just the opposite. That is, the female school drop-out rate is higher than the male.

When the school drop-out rates are examined for school year 1979-80, the results are considerably different from school year 1978-79 (see Table 2). The CETA student drop-out rate for 1979-80 is less than half of what it was in 1978-79. It decreased 4.27/100, while for the general school population the drop-out rate decreased only .88/100.

TABLE 2

School Drop-out Rate By
School Year and CETA Involvement

	School Year		Difference/Decrease in Drop-Out Rate
	1978-79	1979-80	
CETA Student	7.53/100	3.26/100	4.27/100
General Student Population	3.78/100	2.90/100	.88/100
Difference in Drop-out Rates	3.75/100	.36/100	3.39/100

For school year 1979-80 the CETA student drop-out rate is still higher than that for the general student population by .36/100, but the decrease in the drop-out rate between school years 1978-79 and 1979-80 is substantially greater for CETA students than the general student population.

Although the CETA students do have a slightly higher school drop-out rate than the general student population, it is significant that the rates are so close. The reason is that the CETA students are eligible for the CETA program because they are economically disadvantaged. Generally, the economically disadvantaged have characteristics that are not conducive to education attainment. The value system of the economically disadvantaged is such that they look

for immediate gratification, while the middle and upper classes generally defer their gratification for the future. Given these values, the lower class individual usually cannot see a purpose in attending school. Thus they are more likely to drop-out of school than the middle or upper class individual.

Now the question is why do these economically disadvantaged CETA youth stay in school given the characteristics of their economic class. To find answers to this question the CETA counselors were consulted. Some of the reasons they feel the CETA youth drop-out rate has decreased so drastically include:

- The CETA youth must stay in school to keep their job. The CETA job holds the CETA youth in school.

- The CETA counselors have become more effective in their duties. In the past years they did not know what their responsibilities were, but now job descriptions have been created.

- Coordinated efforts by Job Service and others has increased counselor effectiveness by 200 to 300 percent.

- Some counselors feel that the CETA enrollees did not know who the CETA counselor was for their school in 1978-79, but in 1979-80 the CETA enrollees did know who their CETA counselor was and frequency of contact was increased.

- There has been a recent change in CETA counselors at Sky View, Logan and Bear River High Schools.

- School districts now have alternative learning programs for potential school drop-outs. This has a tendency to keep more students in school.

- One CETA counselor feels that some CETA youth job supervisors have a positive influence on the CETA youth staying in school.

Due to these and other factors, the CETA counselor feel that the quality of services delivered to the CETA youth has improved over time.

Some or all of the explanations listed above may help to explain why the CETA youth drop-out rate was so low for the past school year. In all probability, a universal explanation does not exist. Possibly as many explanations exist for the decrease in drop-out rates as the number of CETA students who considered dropping out, but rejected the idea.

Grade-Point Average (GPA)

Perhaps this section should be prefaced with a comment by one of the CETA counselors. "I don't feel this program can be judged by the GPA's of these students compared to the general population of the school. In many cases, we are trying to keep these kids in school anyway we can." The following information on GPA's should be examined with this comment in mind.

When the CETA student GPA's are compared with those of the general student population (see Table 3), the data show that the CETA student GPA is lower by .41. This is slightly less than one-half of a letter grade.

TABLE 3

Grade Point Averages by CETA Involvement

	1979-80
CETA Student	2.32
General Student Population (includes CETA Students)	2.73

Table 4 compares the GPA's of CETA students with the general student population for each high school for the school year 1979-80.

TABLE 4

GPA's by High School and CETA Involvement, 1979-80

High School	GPA for CETA Students	GPA for Student Population	Difference
Box Elder	1.65	2.57	.92
Bear River	2.50	2.83	.33
Logan	2.14	2.95	.81
Sky View	2.56	2.71	.15

In each high school, the CETA students have a lower GPA than the general school population at that school. In the far right column the differences in GPA's between the CETA students and the general student population for each high school is presented. For Box Elder High School the general student population is almost one grade point greater than the CETA students. This is about the difference of one letter grade. At Sky View High School the difference is .15, which is less than one-sixth of a letter grade.

The results show that the general student population does have a higher GPA than the CETA student. What must be taken into consideration is the value orientation of economically disadvantaged people. The same explanation used in the drop-out rate section also applies here. That is, generally the economically disadvantaged segment of our society does not value education as highly as the middle and upper classes. Thus, it is logical to assume their grade point average may be lower than that for middle and upper class students.

A comparison of the CETA student GPA before they started in the CETA program with their GPA during their involvement or after termination is examined

in Table 5.

TABLE 5

Effect of CETA Program on CETA Students GPA

High School	GPA Before*	GPA During/After**	Difference (Improvement)
Box Elder	1.55	1.97	0.42
Bear River	2.33	2.46	0.13
Logan	2.44	2.17	-0.27
Sky View	2.59	2.33	-0.26
TOTAL	2.19	2.23	0.04

As can be seen in the far right column (Difference), both Box Elder and Bear River High School's CETA students, as a group, experienced an increase in GPA between the time they entered the CETA program and when they terminated. The CETA students at Box Elder High School have shown a GPA improvement that almost equals one-half of a letter grade.

The CETA enrollees at Logan and Sky View High Schools experienced a decline in GPA as groups (-.27 and -.26 respectively). This is equal to about a one-fourth letter grade decrease for each high school's CETA students.

For all four high schools combined, the results show a very slight increase in GPA (0.04). This magnitude of increase is so small that GPA's cannot be shown as improving for the CETA students as a group.

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*GPA's before the CETA student entered the CETA program on the first quarter they enrolled.

**GPA's of CETA students last quarter on the CETA program (if had two or more quarters) or after termination.

The results when examined by high school are more meaningful, but it must be remembered that any increase or decrease in GPA for the CETA students cannot be attributed solely to the CETA program. There are many forces in high school which act on the individual student during their education. The CETA program is just a portion of those forces. In other words, the CETA program may have affected the CETA student's GPA negatively or positively, but that cannot be proven conclusively from this study.

VI. CASE HISTORIES OF CETA YOUTH

This section of the report will try to bring the evaluation to a personal level. Individual case studies of CETA enrollees will be examined instead of numbers and statistics. This material was prepared by Mr. Dick Smoot,* CETA counselor at Box Elder High School based on his personal experience with CETA participants at Box Elder High School. In the cover letter for this material, Mr. Smoot makes a statement which describes why this section is necessary. That statement read: "I feel that the statistics and GPAs of these kids do not tell the story." Through this section it is hoped that the reader will be able to see who CETA enrollees are, and the impact that the CETA program can have on these youth.

The following are case histories that were compiled during the past two years. These cases are the youth worked with in the 1978-79 period and up to the present. These are not all successful stories, but they represent a cross section of the youth involved in CETA.

* When the word "I" is used in these reports, it is in reference to Mr. Dick Smoot, who is the CETA enrollees' counselor.

CASE #1

Shayne was a potential drop-out that was referred to me by his wrestling coach. His father died when he was small and his mother has tried to work and raise the family. Shayne has worked where he could but jobs have been hard for him to get. I first enrolled Shayne into counseling and worked with him to keep him in school and bring up his grades to the passing level. This was done with a promise of a meaningful job for the summer. During the counseling process he made it known that he would like to work as a carpenter. A placement was found for him at Intermountain Inter-Tribal School as a carpenter assistant. During the summer Shayne did a fine job and was praised by his supervisor. I met with his mother several times and she mentioned that he was a different young man since he started working regular. As a result of his job he was able to save some money and get his feet on the ground. He started school this fall with new clothes and a new attitude. If he passes all his solid classes this year he can graduate with his class. He is still on counseling.

CASE #2

Linda comes from a low income family that had been split by divorce. She was living with a sister at the time she entered counseling. She was a potential drop-out, missing many of her classes and failing in many of the others. She was involved with several older men. As a result of her relationship with these men the situation with Linda and her sister was strained. Her mother wanted her to come live in the home again, but Linda did not feel she could get along with her step father. She was first enrolled on counseling, she was later placed at the Box Elder Board of Education Offices as a secretary. It was the first meaningful job she had ever had. She did an excellent job at the board office and continued on counseling. She is now in school and doing very well. Her problems with her sister have reduced and her goals and sights are now much higher.

CASE #3

Brenda dropped out of school because of a pregnancy and marriage, I met her through a referral from the board office. Her husband was out of work at the time and she wanted to get back in some type of training or school. Through her counseling sessions she indicated an interest in nursing. A placement at Pioneer Memorial Nursing home was arranged for her and she started training as a nurse aid. She did an excellent job for them and was offered full time employment. She is also taking classes that will prepare her to pass the GED test.

CASE #4

I received Jim's name from the potential drop list that had been made up by the counseling department. He was attending very few of his classes and had no hope of graduating with his class the next year. The only class he was attending was a welding class and in that class he did show an interest. After a few sessions in the counseling office, it was clear that Jim was not going to make it in the academic setting. The alternative we came up with was Bridgerland Vocational training. If welding was his interest, let's give him a steady diet of it and make use of that one interest he did have. He did a good job while at Bridgerland and received an A from the instructor. I lined up an On-The-Job-Training site for the summer. He worked two months for A. V. Smoot & Sons Inc. under the Manpower program. At that time he was offered a full time job at union wages working for Warren Welding Inc. in Willard, Utah. At the present time he is one of their best welders.

CASE #5

Kathy came to Brigham City from California, she was pregnant and unmarried. She was on the welfare rolls and living with friends. Kathy had finished the 10th grade and said she would like to get some training and also finish school. Two different jobs were lined up for Kathy, one at the Pioneer Memorial Nursing home

and one at Intermountain as a secretary. She never showed up to the jobs, although she would come to the counseling sessions. She used the baby as an excuse to miss work and finally she was terminated non-positive because she refused to hold up her end of the commitment. She is still living in the area but on welfare.

CASE #6

Chris was referred to me by Scott Monson of the Utah State Rehabilitation office. He was interested in getting back in school in the fall and wanted some training during the summer. He was signed up on counseling and then a job site was found for him in the warehouse at Intermountain Indian School. He learned very quickly and did a real good job for about 1 month. Then he started using the government trucks for his own use. Chris was caught in the truck off campus two times. He was warned about the consequences of using government cars and trucks for his own use. I also counseled him on the subject several times. He continued however his abuse of the driving privilege and as a result was fired and then terminated from Manpower. He is now attending Weber State College Skill Center in Ogden. This was arranged through my office.

CASE #7

Jackie was referred to me by the alternate learning counselor, she fit all the requirements for CETA and her schooling was in danger. She was thinking of dropping out. She was signed up in counseling and responded very well. For the summer she was assigned a job at Intermountain School as a secretary to the vocational director. She did her job well and her skills in that area improved a great deal. She is in school now and working 20 hours a week at the board office.

CASE #8

Maria was a good student but was considering dropping out to get a job, she

was counseled on the possibility of doing both. Staying in school and training for a good job after graduation. She was assigned to Title 1 as a secretary, in fact she did such a good job she was moved up to the office of Don L. Ericson the director of Title 1 at Intermountain, as his personal secretary. She is now in school at Box Elder and working for Community Education as a secretary.

CASE #9

Curtis was a potential drop who had trouble with the law and not doing well at all in school. I had many sessions with Curtis's mother in their home explaining some of the things we could do for Curtis. She was very concerned about Curtis and his future. The family was low income with many children so Curtis was enrolled in counseling. He responded well and a job as an electrical assistant at Intermountain was lined up for him. He worked well for the entire summer and is now back in school doing well with some good experience behind him.

CASE #10

Neil was a drop-out with a very negative attitude. I contacted his parents and set up a meeting with them in their home. Neil was not there but he did come by my office the next week. He was out of a job and in real need of one. His family met the income criteria and Neil was put in counseling. We explored the possibilities of getting him back into school or into some vocational training such as the Bridgerland program. He agreed to do so, he was also assigned to the paint crew at Intermountain. He worked as a painter from June 12, 1978 to July 18, 1978, at that time he was offered a job at better wages as a painter for ABC Construction Company. To my knowledge he is still at ABC working as a painter. His job was a direct result of his training through the YETP placement.

CASE #11

I was introduced to the Holland family by the adminstration here at Box Elder.

The father has not worked for several years due to a terminal illness. He is expected to die soon. The mother is working part time but the family is in financial dismay. Camille is the younger of two sisters that worked on the Manpower program last summer. She worked in the financial department of the health center at Intermountain. Her supervisors had praise for her work and willingness to learn. We had many sessions working mainly on goal setting and attaining. She had previously had nothing but trouble and disappointment in school and in the job market. The relationship with her mother is not a good one and the home visits made there were well worth the time. Camille dropped out of school the middle of last year. After the summer work at the health center she is now attending classes at the alternate learning center here in Brigham City.

CASE #12

Denise is Camille's sister and their backgrounds are very much the same with the exception that Denise has stayed in school. Her grades were poor and it seemed whe was on the verge of dropping out. She was also placed at the Police Training Academy as a secretary. She is still working there doing a fine job learning the duties. She has been promised a full time job at the academy. She is attending Box Elder as a full time student.

CASE #13

Robert came into my office during the summer and asked me about the possibility of getting some vocational training and working at the same time. He told me of his frustrations with school and some of the goals he had in life. His parents are seperated and he met the requirements of CETA. He was put on counseling and later placed as a painter. He did an excellent job and received praise from his supervisors. This year he is in school full time with a schedule of vocational type classes. There is no more talk of dropping.

CASE #14

Charley came into my office with the idea of quiting school to earn money to help his family. His plan was to finish his school at night. He was signed up on counseling, (he had no problem meeting the requirements) and was placed in the audio-visual repair department at Intermountain. Charley did an outstanding job for them. On every paysheet was a note about his good work and willingness. He is in school full time now and also working at Darrel's Paint and Glass after school. They hired him based on the experience and recommendations from Intermountain.

CASE #15

Theresa had more hours in counseling than any other student on my rolls. She would respond to counseling and a job site was picked for her. She would work well for a time but soon start missing. In our counseling sessions it would surface that she was not happy with her job. This process was repeated several times and no real gains were made. During the time she was on CETA I found her three different jobs. Intermountain School, media technician, it lasted 4 weeks, Nurse Aid, Pioneer Memorial Nursing Home, this job lasted 2 weeks. Her final placement was the Brigham City Public Library, Theresa functioned well for about 3 weeks. She would not commit to any type of school for the up-coming year. Theresa was terminated with a non-positive 95.

CASE #16

Terry is working at the fish hatchery in Mantua. He comes from a very poor family, he once told me that with his first check from his CETA funded job he bought the first pair of new levis he ever owned. He is doing very well and his supervisor said he has never had a better worker.

CASE #17

Craig is finishing his contract out this summer at the Utah Division of Wildlife. Craig got turned off with school early and dropped out in the 10th grade. He was contacted because his name was on the low income lunch list. I told him that we could get him a job but he had to get back into some type of schooling. He agreed to enter the Bridgerland Vocational Training Center as a welder. This was a start. His placement at the Utah Division of Wildlife and the association with his supervisor Mr. Dallas Taylor turned his life around. The next year he enrolled in the alternate learning center ran by the School District, he continued his welding through the Bridgerland program and received credit for his work experience. This year he graduated with his class and is planning to go to USU and study Wildlife Management.

CASE #18

Danny is working with Mr. Orlin Allen at the Box Elder County Grounds Department. He was referred to us because he broke into the candy store at the High School and was about to be taken to the Youth Development Center. Instead we gave him a job. Since then he has been attending school and doing a fine job on his placement with the County.

CASE #19

Donna is working for the Adult Probation office, they hope to get her on the State Register and hire her as a permanent employee. She comes from a very poor family and has always done her job and received nothing but praise from her supervisor. He told me she is capable of running the entire office in the absence of the full time secretary. She graduated from high school this spring.

CASE #20

Lisa is a 15 year old girl that lives with her mother. Her father killed

himself five years ago and she suffers from the scars of such an experience. She is working at the Board office and does a good job. Her supervisor Mrs. Balk has taken her under her wing and tells me she would like to have her as a daughter. This kind of relationship has changed her attitude completely, the job with the income she earns has given her self-esteem. Lisa is a different girl than when she came into my office.

CASE #21

Shelly is working as a receptionist at the Bear River Health Department and doing an excellent job. I put her on CETA after she returned home after running away and spending several weeks on the streets. Her home life is not good, her father is very strict and demanding and there has been only criticism from her mother. The job has given her the independence she is looking for and the self-respect she needs.

CASE #22

Shelly was married at age 13. She is still in school and is an excellent student. Her marriage has many problems but might survive. She has never had a job before the placement at Bear River Mental Health. For the first time in her life she feels useful and needed. Her supervisor Mr. Nels Sather tells me she is an excellent employee and wants to make her permanent as soon as possible.

CASE #23

Eldon borders on retardation and has had a terrible time in school. I have worked with Eldon for a long time and this summer placed him at Intermountain School as a janitor. I have had negative reports already and without some intervention, Eldon will not be able to handle this placement.

CASE #24

Tim is working at Box Elder Junior High School and doing quite well. He was

moved to the Junior High after he was caught stealing from one of the classrooms here at the High School. Tim has some real problems and we chose not to terminate him at that time. He has had five different fathers in his 15 years.

CASE #25

Virgil is working as a custodian helper at the High School and working to his potential. Virgil is severely retarded and is in special education at Box Elder. His supervisor is satisfied with his work.

CASE #26

Wally is a product of a split home and 12 different foster families. He has spent the last 8 months at YDC in Ogden. He was put on a placement with the County grounds. I learned today that Wally has ran away from foster family number 13 and at the present time no one knows where Wally is.

VII. SUMMARY AND CONCLUSIONS

The results of this study indicate that the CETA Youth Program in the Bear River District has been of great value to the participants in preparing them for employment. The CETA Youth Program also provides reciprocal benefits to those agencies and organizations that serve as worksites for youth participants. The attitudes of those who have participated in the CETA program and those who are currently active is very favorable toward the program. Of all the varied components of the program, participants feel they derive the greatest benefit from the "work experience." The supervisor's evaluation results and the comments by the respondents support this conclusion.

Both former and currently enrolled CETA participants find the quality of counseling to be high and perceive that the CETA funded high school counselors do care about them and are willing to help. Beyond this they find that the CETA counselors not only know about the workings of the CETA program, but that they also know about the general school requirements which are necessary for the student to graduate from high school.

When survey responses from terminated CETA participants are compared with those from active CETA enrollees, there is little difference in attitude toward the value of the CETA program. Exceptions to this are "Excellent rating for overall CETA program experience," "Excellent rating for CETA funded work experience," and "Quality of CETA counseling." In these cases, the current CETA enrollees rated these areas more valuable than terminated CETA parti-

cipants. What this may indicate is that the improvements in counseling, due to many factors which were discussed on page 54, are showing up in the attitudes of the more recent CETA program participants.

When consulting the graph for "the extent the CETA program has given participants useful skills and information" (Figures 9 and 22), the results show that in every evaluation area the active CETA participant rated higher than the terminated CETA participant. This could be a reflection of improvements in the quality of counseling as suggested by the counselors themselves, or the fact that the terminated CETA participant is able to view the CETA program from a different perspective. Further study is needed to reach conclusions about the different perceptions. Despite the differences the majority of participants, both past and present, rated the program favorably.

Value of Work Experience

Survey respondents communicated the attitude that they were very pleased with their work experience and found it to be valuable to them. The CETA enrollee is not the only beneficiary. The employer also benefits. Generally, work supervisors are quite pleased with the job performance of CETA program participants. Average job performance ratings increase with the time on the job. This suggests that the CETA participant is learning how to better carry out job tasks.

The supervisor's periodic evaluation utilized now only in Cache County appears to be a good practice. The formalized evaluation process promotes communication concerning job performance, thus creating a better learning situation for the CETA enrollee and potentially

improving the CETA enrollee's job performance.

In Section V, which compared CETA students with the general student population in GPA and school drop-out rate, the data showed that the grade point average for CETA students was lower than the general student population by .41, which is equivalent to about half of a letter grade. This same pattern was also evident for each high school. The difference at Box Elder High School between CETA and non-CETA students was nearly one letter grade (.92), while at Sky View High School it was only .15 of a letter grade.

When analyzing the effect of CETA program participation on the participant's GPA, the data show a very slight increase in the total group GPA of .4, but at Box Elder High there was an increase of almost half a letter grade, .42. Bear River High School's CETA students showed an increase in GPA of .13, while Logan and Sky View showed a decrease, .-27 and .-26 respectively.

In comparing high school drop-out rates of CETA students and the general student population it was found that for school year 1978-79 the CETA student drop-out rate, 7.53/100, was nearly twice as high as that of the general school population, 3.78/100. For school year 1979-80, the school drop-out rate decreased for both groups, however, the rate decrease was much greater for the CETA group. During the 1979-80 school year, the CETA student drop-out rate was 3.26/100, a reduction of 4.27/100, while the general student drop-out rate was 2.90/100, a reduction of .38/100.

When analyzed in terms of the variable of sex and CETA involvement, we find that for CETA students the drop-out rate for females is greater than that for males (8.45/100 and 6.56/100 respectively). For the general student population the results are just the opposite with the drop-out rate for males being greater than that for females (3.94/100 and 3.62/100 respectively). Although many variables may be involved, the data suggest that the counseling provided by CETA-funded high school counselors may be contributing to lower high school drop-out rates.

The case histories of youth involved in the CETA program presented in Section VI speak for themselves. It is felt that the cases listed are representative of the total youth served. As is obvious, the majority shows positive results from CETA program involvement.

In summary, this evaluation of local school district participation, through their counseling effort, in the CETA program illustrates that the CETA program is a very effective tool in working with disadvantaged youth. The program helps to keep youth in school. It teaches them the duties and responsibilities of a job and more than this, according to one of the CETA counselors, "It often helps the participant gain self respect, dignity, usable skills, experience, references, new found confidence, a sense of belonging and courage. It changes attitudes and many times, breaks the welfare cycle that has gone on for generations."

According to Carroll Nichols, Principal of Box Elder High School, "CETA is an excellent program. We have been able to improve student's attitudes, their performance in school, and have a better holding power

towards graduation."

The purpose of education is to prepare youth for their future duties and responsibilities. The CETA program is helping to fulfill that purpose for the economically disadvantaged in this area.

SECTION VIII

APPENDIX

Number Surveyed: 86

CETA YOUTH PROGRAM PARTICIPANT QUESTIONNAIRE

1. Name of High School:

27.1%	23	Box Elder
14.1%	12	Bear River
24.7%	21	Logan
34.1%	29	Skyview

2. Sex:

49.4%	42	Male
50.6%	43	Female

3. Age: ___ Years

4. In what year are you planning to complete high school?

7.0%	6	1980
31.4%	27	1981
27.9%	24	1982
29.1%	25	1983
4.7%	4	Other (specify)

5. Do you plan to attend college or a vocational school after you complete your high school education?

4.7%	4	No
50.6%	43	College
11.8%	10	Vocational School
4.7%	4	Other (specify)_____
28.2%	24	Don't know

6. Marital Status:

96.5%	82	Single
1.2%	1	Married
1.2%	1	Divorced
1.2%	1	Separated

7. Are you currently living with:

2.3%	2	Spouse
88.4%	76	Parents
5.8%	5	Other Relatives
0.0%	0	Friends
2.3%	2	By yourself
1.2%	1	Other (specify)_____

8. How many extra-curricular activities do you participate in including, but not limited to sports, cheerleading, choir, clubs, etc.?

37.2%	32	None
43.0%	37	1 or 2
12.8%	11	3 or 4
7.0%	6	More than 4

9. Is high school academic credit available to you for your CETA funded work experience?

44.0%	37	Yes
26.2%	22	No
29.8%	25	Don't know

10. Do you feel that your interests and preferences were considered when you were placed at a work site?

86.0%	74	Yes
4.7%	4	No
9.3%	8	Don't know

11. How valuable has your CETA work experience been in providing you with skills that are useful to you now or will be useful in the future?

33.7%	29	Very valuable
36.0%	31	Valuable
22.1%	19	Somewhat valuable
5.8%	5	Slightly valuable
2.3%	2	No value

12. After you complete your education, would you like to do the same type of work you have done on your CETA funded job?

11.6%	10	Definitely yes
29.1%	25	Probably yes
24.4%	21	Probably no
8.1%	7	Definitely no
26.7%	23	Undecided

13. To what extent is your CETA program experience (including actual work and vocational counseling) giving you useful skills and information in the following fields?

Please mark appropriate responses.

		None	Little	Some	Much
(A)	The development of marketable skills (skills that will make you valuable to an employer)	3.7%/3	15.9%/13	48.8%/40	31.7%/26
(B)	Job seeking skills (knowing how to obtain a job)	4.8%/4	14.5%/12	45.8%/38	34.9%/29
(C)	Career information (help in deciding your future job or vocation)	7.2%/6	16.9%/14	38.6/32	37.3%/31
(D)	Economic competency (knowing how to manage your money)	7.3%/6	24.4%/20	29.3%/24	39.0%/32
(E)	Getting along with your employer	0.0%/0	3.7%/3	14.6%/12	81.7%/67
(F)	Self-reliance (relying on your own resources, efforts and abilities)	0.0%/0	3.7%/3	36.6%/30	59.8%/49
(G)	Getting along with fellow employees	1.2%/1	4.9%/4	17.1%/14	76.8%/63

14. For the next section, please rate each of the following items on a scale from 1 to 7, 1 representing "very poor" and 7 representing "excellent". Circle the response that best reflects your attitude.

		Very Poor 1	2	3	Fair 4	5	6	Excellent 7	Don't Know 8
(A)	The quality of counseling services provided by the CETA vocational counselor in your high school.	3.6% 3	0.0% 0	2.4% 2	19.3% 16	13.3% 11	19.3% 16	24.1% 20	18.1% 15
(B)	Your overall CETA program experience.	0.0% 0	2.4% 2	2.4% 2	18.1% 15	15.7% 13	31.3% 26	25.3 21	4.8% 4
(C)	The work experience you are having on your CETA funded job.	0.0% 0	2.4% 2	3.6% 3	7.2% 6	12.0% 10	24.1% 20	49.4% 41	1.2% 1
(D)	The quality of services provided by Job Service personnel.	2.4% 2	3.6% 3	3.6% 3	14.5% 12	13.3% 11	27.7% 23	26.5% 22	8.4% 7

15. When high school is in session, how frequently do you have contacts of five (5) minutes or longer with your school counselor (average per month)?

26.5%	22	None
55.4%	46	1 or 2 times a month
7.2%	6	3 or 4 times a month
10.8%	9	More than 5 times a month

16. Generally, do you feel that the high school counselor you are working with cares what happens to you, as an individual?

67.9%	57	Yes
4.8%	4	No
27.4%	23	Don't know

17. For the items below, estimate the frequency you feel the following occurred. Mark the appropriate response.

	Never	Seldom	Often	Always	Don't Know
(A) The CETA counselor was willing to give individual assistance when requested.	2.4%/2	1.2%/1	28.0%/23	46.3%/38	22.0%/18
(B) The CETA counselor went out of his/her way to help students.	6.0%/5	6.0%/5	29.8%/25	45.2%/38	13.1%/11
(C) The CETA counselor appears to be well-informed about school requirements.	1.2%/1	8.6%/7	19.8%/16	58.0%/47	12.3%/10

18. Do you feel it would be useful or of value for CETA eligible students to have periodic "group" discussions with the CETA counselor?

15.5%	13	Definitely would
38.1%	32	Probably would
34.5%	29	Not sure
7.1%	6	Probably would not
4.8%	4	Definitely would not

19. Overall, to what extent has the counseling you received in high school been helpful to you?

25.0%	21	Extremely helpful
51.2%	43	Some help
9.5%	8	Very little help
2.4%	2	Not helpful at all
11.9%	10	Didn't have any counseling

20. Are you satisfied with the way your school experience is preparing you for leaving school and fulfilling future plans?

38.6%	32	Definitely satisfied
39.8	33	Probably satisfied
8.4%	7	Probably not satisfied
3.6%	3	Definitely not satisfied
9.6%	8	Undecided

21. How many times have you had the opportunity to use the job interest computer system (Guidance Information System) in your high school?

52.9%	45	None
34.1%	29	1 or 2 times
11.8%	10	3 or 4 times
1.2%	1	More than 5 times

22. Has the job interest computer system been of any help in selecting a career choice or futher educational opportunities?

42.9%	36	Have not used it
20.2%	17	Definitely yes
19.0%	16	Probably yes
2.4%	2	Probably no
2.4%	2	Definitely no
13.1%	11	Don't know

23. How do other students feel about your program involvement including your job and counseling?

28.6% 24 They are not aware of my involvement.

25.0% 21 They are aware but don't care.

32.1% 27 They are aware and would like to be involved themselves.

3.6% 3 They are aware and look down on me for my involvement.

10.7% 9 Other (please specify)_____

_____

24. If there are any additional comments you would like to make, please use the space provided. Thank you very much for your assistance.

N = 65 TERMINATED CETA YOUTH PROGRAM PARTICIPANTS

1.	Name of High School:	22.2%	14	Box Elder
		36.5%	23	Bear River
		20.6%	13	Logan
		19.0%	12	Skyview
		1.6%	1	Intermountain
2.	Sex:	47.7%	31	Male
		52.3%	34	Female
3.	Age:		___	Years
4.	Marital Status:	72.3%	47	Single
		23.1%	15	Married
		1.5%	1	Divorced
		1.5%	1	Separated
		1.5%	1	Widowed
5.	Are you currently living with:	23.1%	15	Spouse
		58.5%	38	Parents
		4.6%	3	Other Relatives
		4.6%	3	Friends
		9.2%	6	By yourself
	_____		___	Other (specify)

6. How old were you when you terminated the CETA Program? _____

7. In what year was that? _____

8. What was your reason for terminating from the CETA Program?

29.2%	19	Graduated
15.4%	10	Quit school
55.4%	36	Other (specify)_____

_____

8A. If you quit school before graduation, are you planning on completing the requirements for high school graduation at anytime in the future?

76.2%	16	Yes
14.3%	3	No
9.5%	2	Don't know

8B. If student graduated: When you were a student did you ever consider quitting school?

26.7%	12	Yes
71.1%	32	No
2.2%	1	Don't know

8C. Did the CETA counselors have any influence:

(8B "Yes") on keeping you in school? 17.9%/7 Yes 82.1%/32 No

(Quit school) in leaving school? 4.8%/1 Yes 95.2%/20 No

9. What kinds of training or education have you had since high school?

36.9%	24	None
27.7%	18	College
7.7%	5	Trade school
26.2%	17	Other (please specify)

10. How valuable has your CETA work experience been in providing you with skills that are useful to you now or will be useful in the future?

26.2%	17	Very valuable
29.2%	19	Valuable
24.6%	16	Somewhat valuable
9.2%	6	Slightly valuable
10.8%	7	No value

11. Was high school academic credit available to you for your CETA funded work experience?

36.9%	24	Yes
43.1%	28	No
20.0%	13	Don't know

12. In general, did the CETA Program provide the CETA student with the services, benefits and training you expected to receive?

84.4%	54	Yes
9.4%	6	No
6.3%	4	Don't know

13. Do you feel that your interests and preferences were considered when you were placed at a work site?

81.3%	52	Yes
7.8%	5	No
10.9%	7	Don't know

14. To what extent has your CETA program experience (including actual work and and vocational counseling) given you useful skills and information in the following fields?

		None	Little	Some	Much
(A)	The development of marketable skills (skills that will make you valuable to an employer)	12.3%/8	16.9%/11	47.7%/31	23.1%/15
(B)	Job seeking skills (knowing how to obtain a job)	12.3%/8	24.6%/16	36.9%/24	26.2%/17
(C)	Career information (help in deciding your future job or vocation)	24.6%/16	15.4%/10	32.3%/21	27.7%/18
(D)	Economic competency (knowing how to manage your money)	26.2%/17	29.2%/19	29.2%/19	15.4%/10
(E)	Getting along with your employer	7.7%/5	7.7%/5	32.3%/21	52.3%/34
(F)	Self-reliance (relying on your own resources, efforts and abilities)	4.6%/3	6.2%/4	32.3%/21	56.9%/37
(G)	Getting along with fellow employees	4.8%/3	9.5%/6	27.0%/17	58.7%/37

15. For the next section, please rate each of the following items on a scale from 1 to 7, 1 representing "very poor" and 7 representing "excellent". Circle the response that best reflects your attitude.

	Very Poor 1	2	3	Fair 4	5	6	Excellent 7	Don't Know 8
(A) The quality of counseling services provided by the CETA vocational counselor in your high school.	7.9% 5	3.2% 2	9.5% 6	17.5% 11	14.3% 9	19.0% 12	20.6% 13	7.9% 5
(B) Your overall CETA program experience.	1.5% 1	1.5% 1	7.7% 5	16.9% 11	27.7% 18	26.2% 17	16.9% 11	1.5% 1
(C) The work experience you had on your CETA funded job.	1.5% 1	1.5% 1	1.5% 1	13.8% 9	15.4% 10	27.7% 18	35.4% 23	3.1% 2
(D) The quality of services provided by Job Service personnel.	6.2% 4	6.2% 4	4.6% 3	20.0% 13	16.9% 11	16.9% 11	27.7% 18	1.5% 1

16. When in high school, how frequently did you receive counseling from your school counselor (average per month)?

24.6% 16 None
50.8% 33 1 or 2 times a month
12.3% 8 3 or 4 times a month
12.3% 8 More than 5 times a month

17. Generally, do you feel that the high school counselor you worked with in the past cared about what happened to you, as an individual?

71.4% 45 Yes
15.9% 10 No
12.7% 8 Don't know

18. For the items below, estimate the frequency you feel the following occurred. Mark the appropriate response.

	Never	Seldom	Often	Always	Don't Know
(A) The CETA counselor was willing to give individual assistance when requested.	7.8%/5	9.4%/6	29.7%/19	40.6%/26	12.5%/8
(B) The CETA counselor went out of his/her way to help students.	6.3%/4	18.8%/12	34.4%/22	28.1%/18	12.5%/8
(C) The CETA counselor appeared to be well-informed about school requirements.	7.9%/5	9.5%/6	31.7%/20	41.3%/26	9.5%/6

19. Overall, to what extent has the counseling you received in high school been helpful to you?

27.7%	18	Extremely helpful
43.1%	28	Some help
12.3%	8	Very little help
7.7%	5	Not helpful at all
9.2%	6	Didn't have any counseling

20. Do you feel it would be useful or of value for CETA eligible students to have periodic "group" discussions with the CETA counselor?

41.5%	27	Definitely would
33.8%	22	Probably would
15.4%	10	Not sure
6.2%	4	Probably would not
3.1%	2	Definitely would not

21. Are you satisfied with the way your school experience has prepared you for leaving school and fulfilling future plans?

38.5%	25	Definitely satisfied
32.3%	21	Probably satisfied
10.8%	7	Probably not satisfied
15.4%	10	Definitely not satisfied
3.1%	2	Undecided

22. Do you feel you are a competent worker with the skills necessary to be a valuable employee (the skills may or may not have been a result of your CETA experience)?

95.3%	61	Yes
4.7%	3	No

23. Are you currently employed?

74.6%	47	Yes
25.4%	16	No

A. If Yes, how long have you been working with your current employer?

___ Years ___ Months

B. If Yes, how did you obtain your job?

12.8%	6	CETA	4.3%	2	Newspaper
10.7%	5	Employment Agency	25.5%	12	Found it yourself
8.5%	4	Family	2.1%	1	Other (specify)_____
29.8%	14	Friend	4.3%	2	Multiple Response
2.1%	1	High School Staff			

C. Has your past involvement with the CETA program been of value to you and/or your employer at your current job site?

71.1%	32	Yes
28.9%	13	No

24. How closely are your current job responsibilities related to the training you received from your CETA work experience?

46.8%	22	Not related
19.1%	9	Somewhat related
17.0%	8	Closely related
17.0%	8	Perfectly related

25. How do other students feel about your program involvement including your job and counseling?

23.4%	15	They are not aware of my involvement.
42.2%	27	They are aware but don't care.
26.6%	17	They are aware and would like to be involved themselves.
4.7%	3	They are aware and look down on me for my involvement.
3.1%	2	Other (please specify_____

_____

26. If you have any additional comments you would like to make, please feel free to do so, and I will record them. Thank you for your assistance.